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ABSTRACT

Designed to provide a systematic, in-depth assessment of Miami-Dade Community College's (MDCC's) educational programs, this institutional self-study report assesses the impact and effectiveness of major reforms in the college's educational programs, student support services, and selected campus-level activities. The first of eight volumes begins with an introduction to the self-study, including an overview of the college environment; descriptions of the college, its growth, and the MDCC reforms; and identifies the reforms evaluated in the 1984 study. Chapter II describes how the study was conducted, including information on its scope and focus, data collection and analysis methods, and final reporting. Chapter III presents recommendations and projections developed during the self-study in the following major areas: prescriptive education, academic policies and curriculum reform, student information and performance standards, and studies of specific programs and areas for MDCC's four campuses (i.e., North Campus, South Campus, Wolfson Campus, and Medical Center Campus). The final chapters present a summary, references, and a list of self-study participants. (HB)

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VOLUME I

SUMMARY AND RECOMMENDATIONS

Self-
Study

VOLUME I

SUMMARY AND RECOMMENDATIONS

MIAMI-DADE COMMUNITY COLLEGE

1984 INSTITUTIONAL SELF-STUDY

It is essential to this nation that the open door policy of the American community college be retained, but this will happen only if these institutions are willing to undertake systematic redesign of their educational programs, even at the serious risk of enrollment decline. I believe we are facing our last opportunity to preserve this basic fundamental of the American community college. At Miami-Dade we are determined to meet the challenge of providing both for access and quality.

-- Robert H. McCabe

This report is issued by Miami-Dade Community College

11011 S. W. 104 Street, Miami, Florida 33176

April 1985

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FOREWORD

In fulfilling its responsibilities for 1984 participation in the Institutional Self-Study Program of the Southern Association of Colleges and Schools (SACS), Miami-Dade Community College elected to conduct the evaluative nontraditional study reported in these volumes. The study was pursued over two years, beginning early in 1983. Its approach was governed by SACS provisions allowing institutions that have previously completed studies based on the SACS traditional Standards to focus instead on assessment of specific programs fundamental to their future growth.

The focus of the study adopted by Miami-Dade was a comprehensive evaluation of the impact and effectiveness of major reforms in its educational program, student support systems, and selected campus-level activities. These reforms, instituted since the College's traditional self-study of 1974, represent major programmatic reorientations and innovations responsive to radical changes and expanding demands of its student body and the Metropolitan Dade County, Florida community which it serves.

The fundamental rationale for introduction of the Miami-Dade reforms was to improve academic quality while preserving open access. The goal was to permit continuation of the College's open door admission policy by elevating expectations of student performance and increasing the educational achievements of graduates. The level of entry skills of the large and increasing proportion of underprepared and English-deficient students coming to the College was seen as less important than the competencies attained by those departing.

To achieve this goal, strategies were developed that stressed a more directive approach to students, greater control over their academic options,

and more effective provisions for early and continuing assistance for those experiencing academic difficulties. The College's earlier "open-flow" and "right-to-fail" models were replaced by increased emphasis on directiveness, structure, quality, and achievement. Programs were developed to accommodate the fact that English was coming to be no longer the native language of the majority of students on any of the Miami-Dade campuses. Imaginative new uses of communications and computer technology were introduced to monitor and facilitate adjustment of student performance and academic progress, at each decision point as the student progressed through the College's educational system. Overall, the College substantially reoriented its programs, systems, and resources to promote students' acquisition of the broad knowledge, basic skills, and personal values required for realization of their educational, occupational, and individual goals in a world of accelerating technical and social change.

While major facets of these reforms have been continually evaluated since their inception, the Miami-Dade administration viewed the nontraditional self-study process as an opportunity for their systematic, in-depth assessment, in the context of the College's total effort to advance the quality and appropriateness of its educational program. Miami-Dade believes that its 1984 self-study has achieved these objectives, and that the study's comprehensive evaluation of the reforms, and the projection of their outcomes and implications, will facilitate practical and creative planning for future improvement. The College believes that, through this process, it has responded productively to the primary goal of the SACS Self-Study Program--to improve the educational effectiveness of institutions of higher learning--as well as to its

own goal of continually seeking better ways to meet the changing needs of its students and the community.

Volume I, Summary and Recommendations, is the first of eight in the study's final report series. It introduces the College, describes its recent history and the evolution of its educational reforms, and summarizes the organization, methods, and findings of its twenty-six investigations. The volume includes all recommendations derived from the research and the projections for their implementation.

Subsequent volumes contain complete reports of the separate studies, grouped by their substantive relationships or by the campuses at which they were conducted.

Volume II, Prescriptive Education, reports results of four areas of study which assessed reforms in reinstituted entry-level testing and student placement, communication and computational skills remediation, and offerings in English as a second language.

Volume III, Academic Policies and Curriculum Reform, presents results of three areas of investigation of the recent broad reforms in the College's General Education Program. Included are studies of core course requirements, distribution courses and electives, and the flow of students through this principal pathway of the College's educational program.

Volume IV, Student Information and Performance Standards, reports results of research on the College's three computerized systems designed to increase effectiveness in student academic support. The subjects of these are the College's Advisement and Graduation Information System (AGIS), the Academic Alert System, and the Miami-Dade Standards of Academic Progress (SOAP).

The four remaining volumes contain sixteen studies performed by the campuses. Each is consonant with the self-study's overall evaluative theme, but examines campus responses to special student or community needs, or applications of special campus capabilities to campus or College priorities, particularly the achievement of excellence.

Volume V, North Campus Studies, reports assessments of the North Campus CHANGE Center, an activity fostering academic, occupational, and social advancement of women; the North Campus Honors Program; and the Basic Law Enforcement Training Program.

Volume IV, South Campus Studies, contains ten evaluations. The first assesses computer-based programs, serving community clients as well as students and faculty, operated as a Center for Excellence. The second examines the campus' community-based academic Outreach Program. The remaining eight, grouped as Opportunities for Individual Achievement, focus on programs in the humanities, athletics, overseas travel and studies, academic honors, on-campus academic opportunities for gifted high school students, the South Campus Distinguished Visiting Professor series, and achievement of excellence in other academic areas by students and faculty.

Volume VII, Wolfson Campus Study, reports an assessment of the Center for Business and Industry, an educational partnership with local commercial, professional, and service organizations recently developed by that campus.

Volume VIII, Medical Center Campus Studies, contains the report of a campus study based on a modified approach to the traditional SACS Standards, a departure from the self-study's overall nontraditional focus accounted for by establishment of the campus since the College's 1974 Standards study. To exemplify campus programs, the volume also reports an assessment of the Medical

Center's Alliance for Employee Advancement, a system for extending campus educational opportunities to a network of community hospitals.

Each volume or group of related studies is preceded by an introduction or overview presenting historical background, common research methodologies, and collective thrusts of study findings and conclusions. Each study is introduced by an abstract and by a description of its frame of reference, organization, research objectives, and evaluation strategies. The body of each report is devoted to results and conclusions, in narrative and graphic form. Recommendations for action, related to assessment objectives, are combined with time-phased projections indicating how the College, campus, or the program concerned intends to deal with the recommendations. Each volume concludes with a summary highlighting implications of results, and a list of works cited.

References are made throughout the studies to background files provided as separate annexes. While primarily intended for use by SACS reviewers, materials from these files are also available to other readers on request. These files include survey instruments, data printouts, planning and policy statements, research reports, and selected background publications.

The Miami-Dade 1984 Institutional Self-Study included participation by more than 250 individuals, mostly full-time faculty, serving on 45 research and coordination groups. Apart from this working cadre, virtually all members of the College faculty, administration, staff, and student body were involved in some way, particularly as respondents to the study's 114 research surveys. Of the 46,112 questionnaires distributed in these surveys, 20,371 returns were received from these participants and from a wide range of other local and state groups, organizations, and segments of the Dade County public. This data pool, supplemented by information from College records, reports, and many other

sources, provided approximately a half-million discrete items for tabulation, analysis, and interpretation.

While conclusions revealed by a study of these dimensions cannot be readily capsulized, with negligible exceptions they affirmed the broad acceptance and effectiveness of the Miami-Dade reforms, systems, and special activities examined. All were found to be meeting the main objectives for which they were designed and contributing productively to the overall goals which the reforms address. In outcome terms, the vast majority of findings confirmed the validity of the main assumptions on which the reforms were founded: that increased direction, control, and support of student performance comprise effective strategies for addressing the open access/academic quality challenge.

At the same time, the study exposed a range of phenomena in need of correction or improvement. A number of needs were identified for improved, clarified, or expanded communication regarding the uses of systems and the requirements and characteristics of programs. Other findings showed need for adjustments in program content, or in range and types of course offerings. Needs for altered timing, sequence, or frequency of various program aspects were revealed. Many needs were identified for improved program support, increased staffing, expanded funding, and additional or state-of-the-art equipment. Needs were found for altered or improved roles for program managers, advisors, counselors, and other personnel. These included needs for broader training, improved interpersonal skills, or increased awareness of relevant facts, figures, and policies on the part of some program spokespersons. Changes in organization, position or supervision of some programs also appeared desirable. Collectively, findings of these types

provide the College with its most sought-after self-study product, enabling it to focus on refinement of program details within the broad areas in which the study has affirmed that success is being achieved.

Completion of the 1984 self-study will not end the College's assessment and correction process, of course. Drawing on the study's results, Miami-Dade will continue to develop, evaluate, and adjust its programs and operations in anticipation of the future challenges of the information age and its social and technical impact. Here self-study results also point the way to needed changes which the College, as a leader in postsecondary educational reform, will systematically address. By timely planning of sound programs and systems, anticipating rather than reacting to the challenges of change, Miami-Dade seeks not only to continue providing optimum educational opportunities for the greatest number, but to demonstrate sound educational accountability. Only in this way will the College warrant the continued confidence of its students, the community, and the State of Florida.

A listing of study participants appears later in this volume. At this point, however, it is appropriate to acknowledge the contributions of four members of the District administration to whom success achieved by the study is largely due. These are Dr. Robert H. McCabe, President of Miami-Dade Community College, the principal architect of the study's nontraditional concept and focus; Dr. J. Terence Kelly, District Vice President for Education during most of the study, who provided important guidance while permitting the study Director and staff to develop the effort in ways they believe most productive; Dr. Jeffrey Lukenbill, District Dean for Academic Affairs, who contributed constructive focus to many of the investigations, particularly of the General Education reforms; and Dr. John Losak, District Dean of Institutional Research,

who, with three members of his staff--Dr. Marcia Belcher, Dr. Dwight Davis, and Mr. Theodore Wright--provided principal support in data processing and valuable guidance on research methodology and report presentation.

Five others whose contributions were indispensable were the regular members of the Self-Study Coordination Committee. Four of these persons--Dr. Charles Asbury, South Campus; Dr. Mary Mahan, North Campus; Mr. Dale Romanik, Wolfson Campus; and Mr. Harold Zabsky, Medical Center Campus--served in the combined, demanding capacities of study Coordinators at their home campuses and as supervisors of the study's collegewide evaluation committees and collective campus-level study groups. The fifth member, Mr. James Preston, undertook the immense responsibilities of the study's General Editor.

In the end, however, greatest appreciation must go to the more than 250 other diligent and talented participants appointed to the self-study; to the hundreds of other Miami-Dade faculty, staff, and students who became so enthusiastically involved in the effort; and to the thousands of representatives of dozens of community groups who contributed their valuable time, insights, and advice in response to the study's inquiries. In the fullest sense, the Miami-Dade 1984 Institutional Self-Study represents the total commitment of the College and the responsive participation of the community it serves. Finally, for the writer, it was a uniquely rewarding experience to direct an educational undertaking of such significance, in association with so creative a team, at so innovative an institution.

Robert C. Alberts
Director
Miami-Dade 1984 Institutional Self-Study

I. INTRODUCING THE SELF-STUDY

THE COLLEGE ENVIRONMENT

Miami-Dade Community College, a public two-year institution, is located in Metropolitan Dade County, Florida. The county lies within the only subtropical region in the continental United States, its area of approximately 2,000 square miles bounded by Everglades National Park, lowlands, Biscayne Bay, and the Atlantic Ocean. Its mild climate, pollution-free environment, and cosmopolitan amenities are attractive to visitors, newcomers, and residents alike.

The Dade County Community

Official figures at the end of 1984 placed the population of Dade County at approximately 1,750,000, representing growth of more than 250,000 since 1974, the year of the College's last self-study. A county population near 2,000,000 is projected by 1995. Local growth has followed the national pattern of suburban expansion and development of fringe areas, though without decline of city centers experienced by many metropolitan areas.

Three-quarters of population growth during the 1970s took place in unincorporated areas of the county, which now include about half of its population. The South Campus of the College grew rapidly during this period as a result of the particular expansion in the county's southwestern sections. Influx of Cuban and Haitian refugees in the early 1980s brought new growth to the City of Miami and continued expansion to the City of Hialeah. Enrollment at the College's Wolfson Campus particularly benefited from the former, that of its North Campus from the latter.

As of the 1980 Federal Census, Dade County was the only one of 26 metropolitan areas in the country with populations over 1,500,000 that lacked an ethnic majority group. Its three largest minorities are Black non-Hispanic (17%), Hispanic (36%), and non-Hispanic White (48%). These figures changed slightly with the arrival of more than 100,000 Cuban and 30,000 Haitian refugees in 1980, but ethnic balance remained roughly unchanged.

In absolute numbers, Dade County's concentration of persons of Hispanic background is the third largest in the nation, exceeded only by Los Angeles and New York City. Additionally, only 16 other metropolitan areas report Black non-Hispanic populations at or above the county figure of approximately 300,000. This ethnic mix, and the high percentage of residents whose native languages are other than English, has had increasing impact on the College. As of the 1984 Fall Term, 51% of the College's credit and noncredit population reported their ethnicity as Hispanic.

According to the 1980 Federal Census, the median age in Dade County was 34.8, little changed from 34.2 in 1970, though higher than the national median of 29.9. In 1980, 16% of the population was 65 or older, up from 14% in 1970, and significantly higher than the national average of 11.3%. Between 1970 and 1980, the county population under 18 years decreased from 29% to 24%. Offsetting these shifts during the 1970s, and contributing to the relatively stable median age, were increases of 56% in the 19-35 age group, and 23% in the 36-64 group.

The subsequent influx of Cubans and Haitians, nearly 80% of whom were young adults in the prime labor force age group, lowered the relative percentage of elderly persons. Evidence since 1980 further suggests numerical decline of the elderly, while a surge in birthrate, with record highs between

1979 and 1984, has substantially expanded the under-18 population. Since the median age of Miami-Dade's student body is now approximately 25, increase in the county's 19-35 population somewhat offsets the decline in entering freshmen caused by lower percentages in the upper end of the under-18 range. This has been particularly relevant for the College's substantial part-time student body.

Dade County is characterized by sprawling, low-density land use, with inner-city, high-amenity, and specialized-activity areas having higher concentrations than outlying suburbs and rural areas. Historically, growth has followed the coastal ridge line, and few currently developed areas extend more than 15 miles inland. The locations of Miami-Dade's four main campuses run roughly along this ridge.

Coastal ridge growth is explained in part by the environmental constraints of the wetlands to the west and the Atlantic Ocean on the east. In addition, the Comprehensive Development Plan adopted by the county in 1974, channeling new development into areas adjacent to existing ones, encouraged in-fill and redevelopment activities in urban centers. The College's downtown Wolfson Campus is a product of the in-fill principle.

Local Economy

Total employment in Dade County in March 1984 was 800,157, and is expected to reach 1,100,000 by the year 2005, a growth of 38%. Agricultural jobs approximate 75,000 of the current total. In non-agricultural employment, trades and services account for nearly 50%, expected to reach 53% by 2005. Figures on the county's employment rate place it above the national average, with local unemployment declining from 8.6% to 6.4% between March 1982 and

March 1984. United States Bureau of the Census surveys in March 1984 showed 14% of Dade County families living below the national poverty threshold of \$10,178 for families of four with two children.

Dade County's three largest employers in 1983 were the Dade County Public Schools, the Metropolitan Dade County administration, and United States federal agencies (excluding military), reflecting the importance of service occupations in the area's overall economy. Miami-Dade Community College was the thirteenth largest employer in that year.

DESCRIPTION OF THE COLLEGE

Miami-Dade Community College is a publicly-supported, two-year institution, offering Associate in Arts and Associate in Science degrees, Planned Certificate programs, and noncredit classes in a wide variety of interests to community members. Currently, 177 credit programs are offered: 74 are university-parallel programs; 92 are in technical or employment-related fields; and 11 are in Allied Health. Over 500 separate noncredit courses are offered in occupational, compensatory, community service, and avocational areas. Under its open door policy, the College grants admission to most credit programs to all high school graduates, all transfer students, and all foreign students with high school-equivalent preparation.

The College operates on four main campuses. The North Campus, the first established, is located in the northeast of Dade County. The Medical Center Campus, the newest, is in the Jackson Memorial Hospital complex, near downtown Miami. The Mitchell Wolfson New World Center Campus is in the heart of downtown Miami. The South Campus, which includes the District administration, is in the southwest section of the county. The Medical Center Campus serves the entire county in specialized curriculum areas; other campuses serve primarily their adjacent communities.

State Jurisdiction

Miami-Dade is one of 28 community colleges in the state system, funded primarily by appropriations from the State Legislature and by student fees. The Florida Board of Education is the chief policymaking and coordinating body for public education in Florida, and the Commissioner of Education the chief

educational officer of the state. The State Board of Community Colleges governs community college affairs in the state, and the Commissioner of Education is a member of this board. The Executive Director of the Division of Community Colleges reports to the State Board. The Florida Community College Presidents' Council, composed of the presidents of all of the state's community colleges, advises the Division on statewide policy regarding the establishment and operation of the community colleges, on ways and means to effect articulation and coordination with other institutions, and on other matters requested by the Division.

Miami-Dade Organization

Under the Florida Statutes and other rules and regulations of the Florida Board of Education, a corporate body for each community college district, known as a Board of Trustees, is invested with all powers necessary and proper for governance and operation.

The District Board of Trustees of Miami-Dade Community College has five members. Currently serving are Mr. Daniel K. Gill, Chairman; Mr. Garth C. Reeves, Sr., Vice-Chairman; Dr. Ileana Pina; Ms. Arva Parks; and Mr. Martin Fine. As the terms of office of trustees expire at the end of four years, or as vacancies occur, successors are appointed by the Governor, approved by three members of the Cabinet, and confirmed by the Florida Senate. Duties and responsibilities of the District Board are outlined in the College's Policy Manual (I-1). The President of the College, as its chief administrator, reports directly to the Board through periodic consultations and at regularly scheduled meetings. No other College personnel are thus empowered, although the District Vice Presidents may attend Board meetings, provide information, and serve as resources to the President.

Each of the College's four campuses has a chief administrator, the Campus Vice President, with broad administrative authority for operation of the campus. Collegewide operations of such areas as admissions, information services, personnel, financial operations, and payrolling are centralized in the District administration, under five District Vice Presidents. Organizational charts of the College and the campuses are presented in Figures 1 - 5.

College Population

As of the Fall Term of 1984, the College employed 845 full-time faculty, 203 administrative and support personnel, 1,160 classified staff, and 856 part-time employees. The primary voice for faculty concerns is the Faculty Senate Consortium, representing the individual Faculty Senates of the four campuses.

Miami-Dade's credit enrollment at the close of the 1984 Fall Term was 41,427 students. Noncredit enrollment was 15,499. The three major ethnic categories represented were 51 percent Hispanic, 31 percent white non-Hispanic, and 16 percent Black non-Hispanic. Black enrollment was greater than that of any other college or university in Florida. More Hispanic students were attending Miami-Dade than in all other Florida higher education institutions combined. In figures of the same date, the Miami-Dade student body had 2,135 full-time non-immigrant alien visa students, representing 90 nations, the largest enrollment of foreign students at any college or university in the United States. During 1985, the College will enroll its 500,000th credit student and will become the first community college in America to have graduated 100,000 students.

Figure 1

MIAMI-DADE COMMUNITY COLLEGE TABLE OF ORGANIZATION

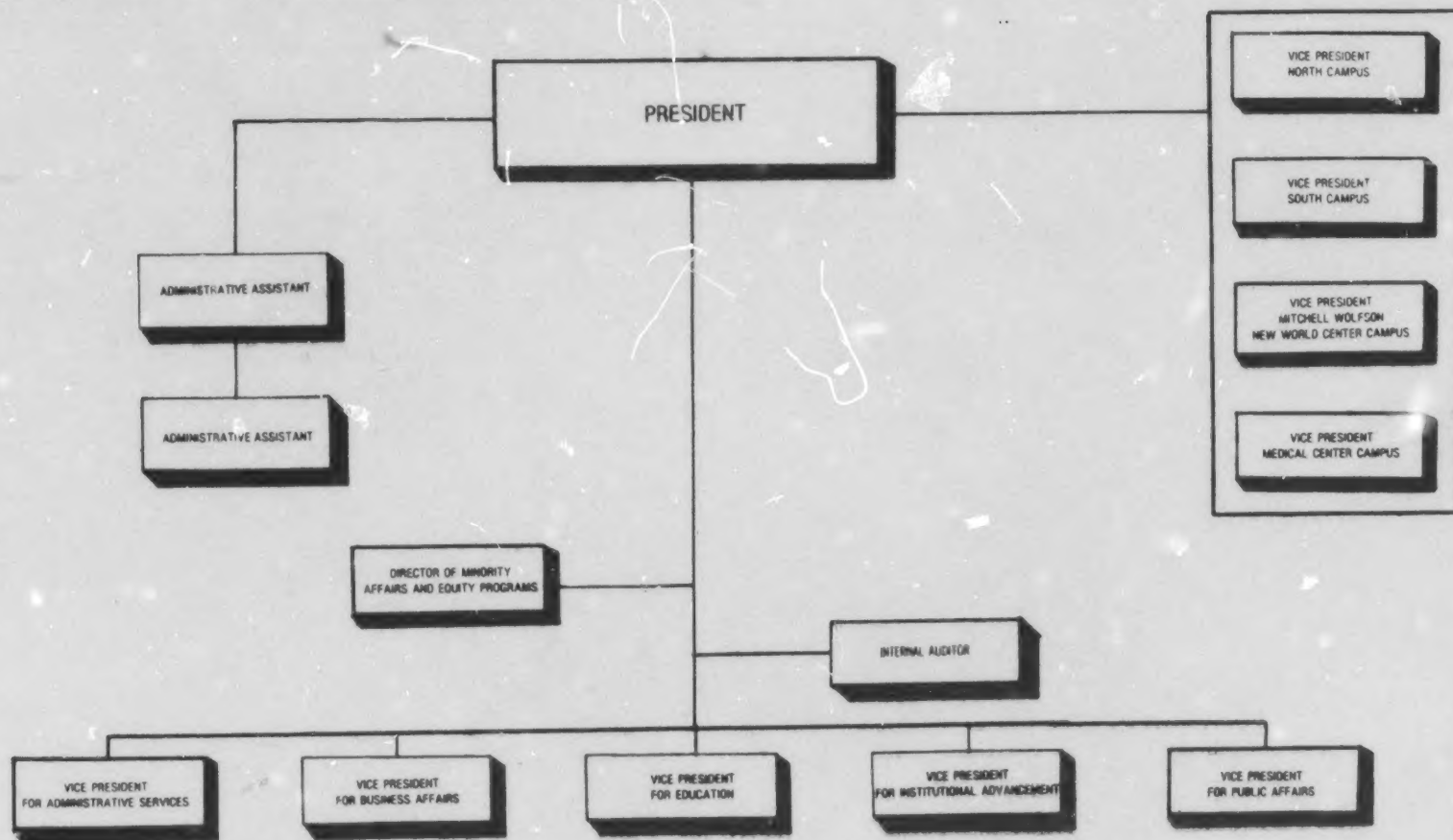


Figure 2

NORTH CAMPUS TABLE OF ORGANIZATION

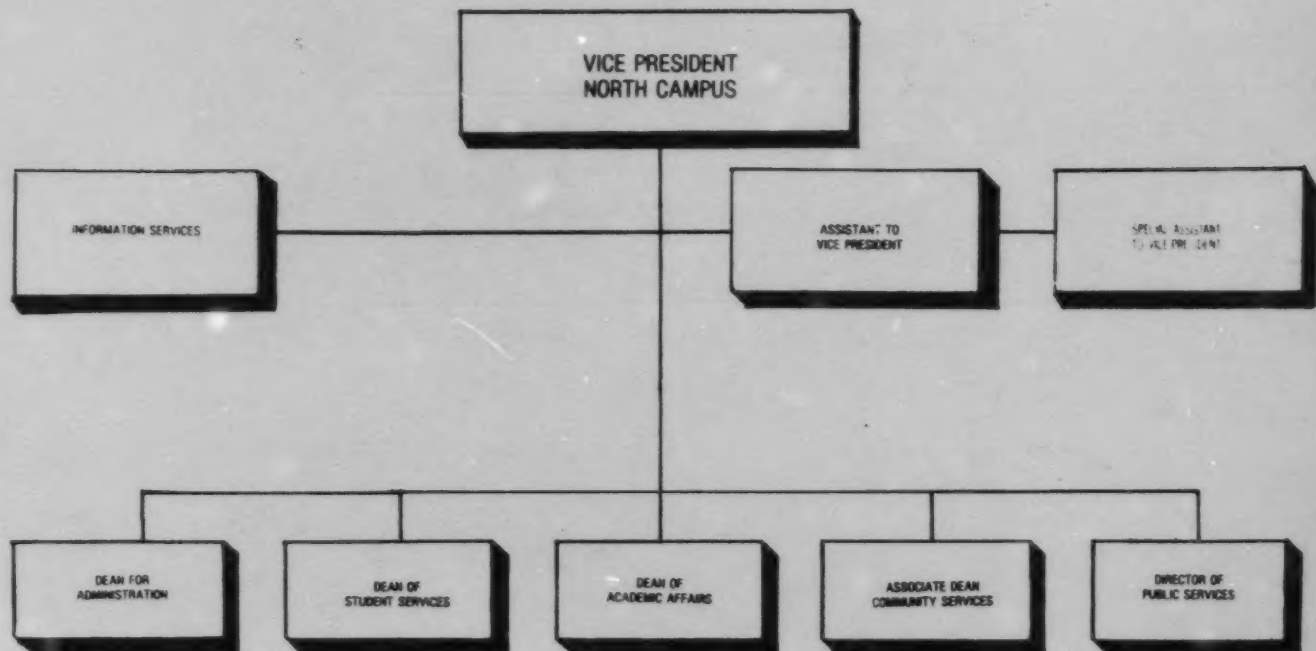


Figure 3

SOUTH CAMPUS TABLE OF ORGANIZATION

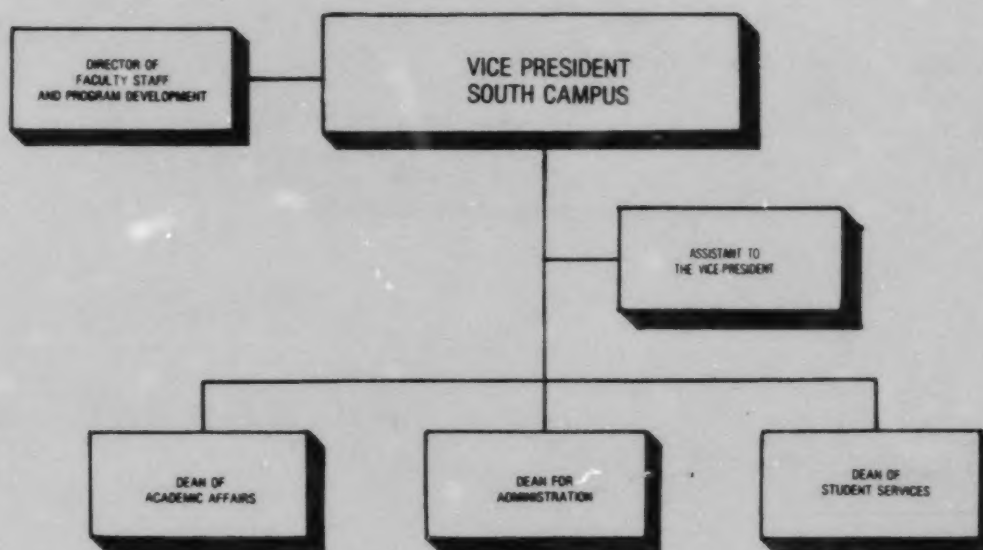


Figure 4

MITCHELL WOLFSON NEW WORLD CENTER CAMPUS TABLE OF ORGANIZATION

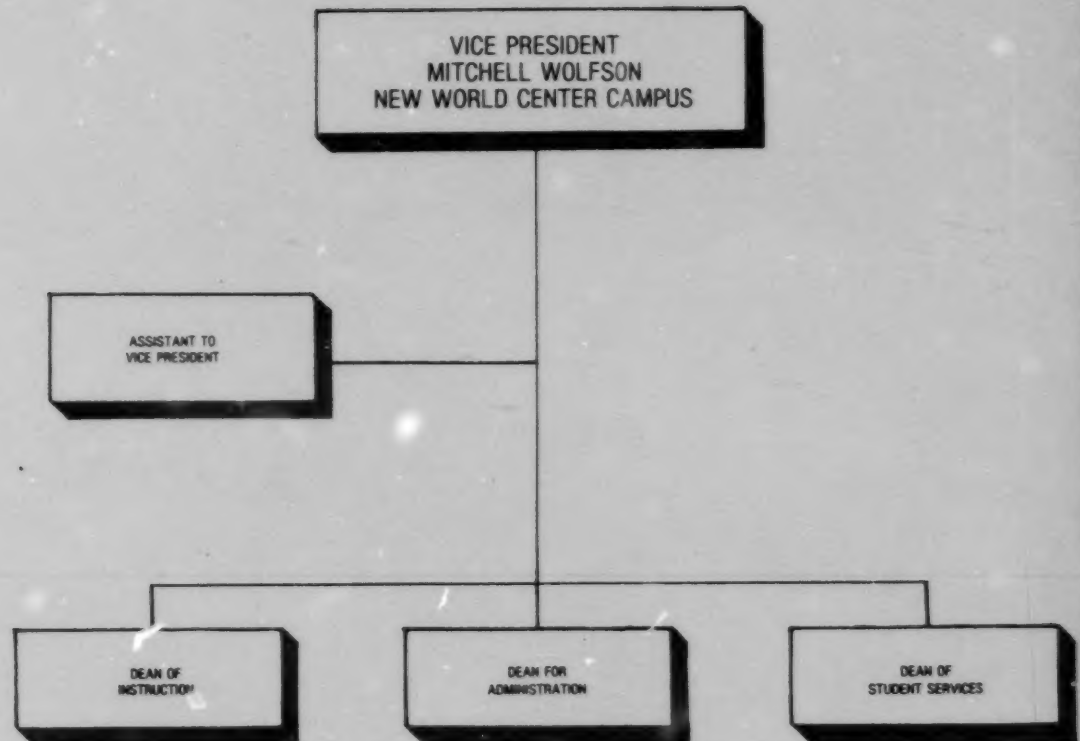
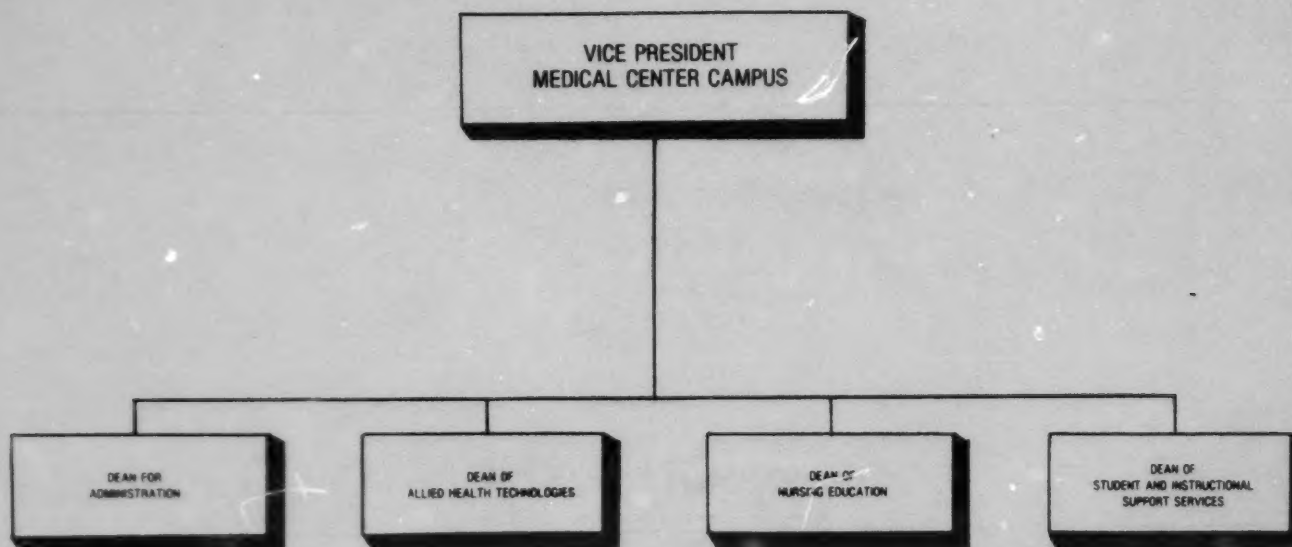


Figure 5

MEDICAL CENTER CAMPUS TABLE OF ORGANIZATION



COLLEGE GROWTH

Early Years

Now in its twenty-fifth year, Miami-Dade looks back with pride to its unimpressive beginnings. It was the first public institution of higher education in Dade County and the first integrated college in Florida. Yet when its doors were opened as Dade County Community College on September 6, 1960, it lacked even a permanent campus. Students met in six portable classrooms adjacent to two county high schools. Administrative and faculty offices were located in chicken coops abandoned by a public schools agricultural program.

One of 28 publicly-funded Florida junior colleges established by the 1959 session of the State Legislature, the College's opening was preceded by three years of planning at state and local levels. Initially, the College was jointly supported by the state and Dade County, operating under the county's Board of Public Instruction as part of the county public school system. In its first year of operation, it had 1,428 students, 65 full-time and 50 part-time faculty, and 35 non-instructional personnel. Dr. Kenneth E. Williams was President.

In its second year, the College student body more than doubled. In the 1961 Fall Term, 3,544 students were enrolled. The following June, 100 Associate in Arts and 37 Associate in Science degrees were awarded at the College's first commencement.

In the summer of 1962, Dr. Peter Masiko, Jr. came from Chicago to head the College. In the same year, the College moved to its first permanent location, a gift from the Federal Government. The 230-acre site, a former

World War II naval air station on Northwest 27th Avenue, was deeded for College use, with an additional 15 acres purchased to comprise the present North Campus. In 1963, the College was renamed Miami-Dade Junior College by the Board of Public Instruction.

The College grew rapidly. In 1963, 6,138 students were served by 230 full-time faculty and 146 other personnel. From early 1963 to August 1964, the College conducted its first institutional self-study, to support its application for accreditation by the Southern Association of Colleges and Schools (SACS). The study's 210-page report evaluated all aspects of the College's operations. A SACS Visiting Committee conducted its review in March 1965 and formal accreditation was granted on December 1, 1965.

In July 1968, the Florida System of Community Colleges became a separate legal entity by mandate of the State Legislature. Thereafter, the College's Advisory Committee became its District Board of Trustees, with authority to operate the College within the framework of regulations promulgated by the Florida Board of Education.

Creating the Campuses

In the fall of 1963, the College's first permanent structure, a three-story classroom and administration building, was constructed at North Campus. The building was named Paul R. Scott Hall, honoring the first chairman of the College's Advisory Committee. In the spring of 1964, the John F. Kennedy Memorial Health Center was added; in 1965, the Mitchell Wolfson Learning Resources Center; in 1966, the J. Neville McArthur Hall of Science and Technology; and in 1969, the William D. Pawley Creative Arts Center. Apart from the Kennedy Center, all were named for members of the College's initial Advisory Committee, or, later, its Board of Trustees.

In 1972, the North Campus Experimental Classroom Building was completed. In 1974, the building now housing the Southeast Florida Institute of Criminal Justice was opened, together with an additional classroom structure.

Expansion beyond the North Campus began in 1964 when a 185-acre site for the South Campus was acquired, in the Kendall area 22 miles to the southwest. South Campus operation began with the Fall Term of 1965 in temporary facilities at a high school, a theater, a church, and a synagogue. Faculty were housed in portables. Nonetheless, 1,942 of the College's 18,988 students in that term attended classes at these facilities.

In 1967, with a student population of 4,232, the first South Campus buildings became available and campus operations moved to the present location. The Niles Trammell Learning Resources Center, the Leonard A. Usina Hall of Science, the Peter Masiko, Jr. Administration Building, and two utility buildings came into use at that time. In the same year, the South Campus inaugurated its Outreach Program with a center at the Homestead Air Force Base, providing credit courses for military personnel and their dependents. In 1972, the Alfred L. McCarthy Classroom Building and the Theodore R. Gibson Health Center opened on the campus, named in honor of Miami civic and civil rights leaders.

With the opening of South Campus, provisions were needed for multi-campus administration. A Vice President was named as the chief administrative officer at each campus. The President, responsible by law for administration of the entire College, delegated considerable authority for internal operation of the campuses to their Vice Presidents.

In cooperation with the Metropolitan Dade County Department of Housing and Urban Development, the College acquired a mid-town block on Northeast

Second Avenue for a third campus, and construction began in September 1971. The campus itself began operation in temporary quarters in the 1970 Fall Term with 1,021 students. With completion of the main building, 5,407 students occupied the new facility in the Fall Term of 1973. Initially known as the Downtown Campus, then as the New World Center, the campus was renamed in 1984 to honor Mitchell Wolfson, long-time College benefactor.

Miami-Dade's Alliance Health Center, antecedent of the present Medical Center Campus, opened in 1971 to accommodate the College's paramedical programs. Built by Mount Sinai Hospital and leased by the College for one dollar per year, the new center was named the Fred Ascher Allied Health Building, in honor of the Miami Beach philanthropist and Mount Sinai benefactor.

The 1974 Self-Study

By action of the District Board of Trustees effective in July 1973, Miami-Dade Community College received its present name. From February 1972 to the winter of 1974, the College conducted its second institutional self-study. Based on the traditional SACS Standards, the study involved broad research on College programs and operations in the areas of organization and administration, educational programs, special activities, faculty, student services, admission and enrollment, physical plant, and community relations. The study's findings and 333 recommendations for action were published in nine volumes, totalling 1,200 pages. The study found that the College had adjusted well to the marked changes in the community and in its student population since 1964, had diversified its programs and broadened its interaction with the community, and was responding effectively to public demands for increased accountability of educational institutions.

The study's recommendations with greatest implications for the future directions of the College were those advocating review and revision of its General Education Program. These led directly to a comprehensive General Education Study and to subsequent institutional reforms which were the central developments in Miami-Dade's programs over the next ten years. These far-reaching educational reforms are the principle topics of Volumes II through IV of the present self-study, and are discussed later in the present section.

The College from 1974 to 1980

On July 1, 1974, College President Masiko established the Medical Center Campus as the fourth administrative entity of the College and appointed Dr. Elizabeth Lundgren its Campus Vice President, the first woman in Florida's community college and university system to achieve that status. In March 1975, construction of the Medical Center's present three-story building began on a four-acre site in the northeastern sector of the Jackson Memorial Hospital complex.

In the 1975 Fall Term, the College formed an Equal Access/Equal Opportunity Committee and scheduled workshops on all campuses to inform personnel on EA/EO guidelines, affirmative action programs, and federal regulations. Miami-Dade's affirmative action plan had existed since 1970, and plans for the next year were already projected. In the same term, the South Campus initiated its Honors Program, and the Medical Center formed its Faculty Senate and elected its first Senate President.

In the 1976 Winter Term, major committees were constituted to deal with fringe benefits, governance, and grievances. In April 1977, the District Board of Trustees adopted the College's Governance Constitution.

In the Fall Term of 1976, the Downtown Campus was formally renamed the New World Center Campus. In April 1977, Classroom Building 700 at the North Campus was opened and named for Garth C. Reeves, Sr., member of the Board of Trustees since 1971. In ceremonies held in May, the Medical Center Building was dedicated to Anna Brenner Meyers, civic leader and long-time advocate of education, who had been instrumental in the initial application for establishment of a community college in Dade County.

In 1977-78, the College was one of 21 institutions funded by the Alfred P. Sloan Foundation to engage in a nationwide study of the changing relationship between the Federal Government and public education. The study emphasized government intrusion into academic decision-making, increased costs of government-required reporting, and the impact of increasing and frequently changing government regulations on institutional planning. In the same year, the State of Florida awarded Miami-Dade an outstanding rating for its EA/EO plan, particularly acknowledging increased hiring of Blacks, Hispanics, and women.

In September 1978, the South Campus dedicated Jack Kassewitz Hall, housing offices, a computer center, and classrooms. This was followed in November by dedication of the Maria C. Hernandez Center, housing a cafeteria, bookstore, student center, offices, classrooms, and music rehearsal rooms. Both honorees were members of the Board of Trustees, Kassewitz its Chairman. In October, the North Campus opened its Career Horizons and Alternatives for New Growth through Equality (CHANGE) Center, evaluated in Volume V of the present study.

At about the same time, the College administration embarked on a new program to encourage and reward excellence in scholarship. In February 1979,

the District Board of Trustees approved the resulting Emphasis on Excellence Program. Major components of the program included scholarship grants to attract talented students by offering fee waivers to those in the top ten percent of their high school graduating classes. With cooperation of Florida International University, grant recipients were able to retain these awards for full four-year programs by maintaining 3.0 grade point averages. Up to 100 awards of matriculation fees were also given each year for high-achieving students already attending the College. Honors designations were assigned to specially designed programs to recognize superior student performance.

Other features of Emphasis on Excellence included provision of special services and guidance in all courses for those demonstrating superior performance. A Distinguished Visiting Professor series was begun in March 1979 with the visit of Dr. Edward Teller, world-renowned physicist. Honors classes were organized in selected disciplines at each campus. Invitational seminars were taught for high-performing students by selected faculty, and accelerated programs were developed.

In April 1979, the North Campus held the first of its annual Faculty Honors Convocations, in which nine faculty are recognized for outstanding achievement. In the same term, Miami-Dade received a Certificate of Achievement and a \$10,000 cash award from the Academy of Educational Development, an international planning and research organization. The honor, one of twelve granted among 400 programs nominated at 275 institutions, recognized the College "for responding to a wide range of educational needs with an imaginative variety of high-quality programs, delivery methods, and supporting services." Three Miami-Dade programs recognized by the award were the South Campus Life Studies Program (allowing independent study by those

unable to attend campus classes), Open College (an alternative delivery system for credit courses, employing TV, print media, and computer technology), and Academic Alert (among the student academic support systems evaluated in Volume IV).

In July 1979, the New World Center Campus was reorganized, with programs grouped under new divisions. In October 1980, the bilingual program of that campus was expanded to the Division of Bilingual Studies and moved to its present location in the Royal Trust Tower building.

Athletic programs were revamped beginning in 1970-80. New programs, offering sports competition among the North, South, and New World Campuses, distinguished between core and designated sports. The former were offered for both sexes, at all campuses; the latter, including swimming, cross country, and track, were offered at specific campuses.

In March 1980, Dr. Masiko announced his retirement, after 18 years as Miami-Dade President. Dr. Robert H. McCabe, Executive Vice President for the previous eleven years, was appointed Acting President. In May 1980, the College held its first four-campus commencement, commemorating its twentieth year. Nearly 20,000 graduates, faculty, administration members, and guests attended. Later in the same month, the District Board of Trustees unanimously appointed Dr. McCabe to the College presidency.

From 1980 to the Present

At the start of the 1980 Fall Term, Dr. William Stokes, previously Vice President of the New World Center Campus, became South Campus Vice President. Dr. M. Duane Hansen, Vice President of North Campus, was appointed to the newly created position of Vice President for Administrative Services. Dr. Piedad

Robertson, now District Vice President for Education, became the Vice President for Public Affairs. Dr. Horace J. Traylor became Vice President for Institutional Advancement, Dr. Lester Brookner continued as Vice President for Business Affairs, and Dr. J. Terence Kelly, now North Campus Vice President, continued as District Vice President for Education. Dr. Jeffrey Lukenbill, now North Campus Dean for Academic Affairs, became Director of General Education.

In October 1980, Dr. Roy G. Phillips, currently Vice President for Public Affairs, joined the College as Vice President for the North Campus and Dr. Eduardo J. Padron, a Miami-Dade graduate, became Vice President of the New World Center Campus.

Further appointments announced in April 1981 included those of Mr. James D. Stinchcomb, Director of the North Campus Public Service Division, to head the Southeast Institute of Criminal Justice (whose Basic Law Enforcement Training Program is evaluated in Volume V of the present study); Mr. Jay Freeman, who became Director of Personnel Services; and Mr. Clinton Cooper, District Dean of Administration.

At the opening of the 1981 Fall Term, the President's Council adopted a new internal organization in which six subcommittees were formed to make decisions or recommendations in specific areas. The subcommittees were those for Student Services, Institutional Development, Public Affairs, Educational Programs and Policies, Administrative Services, and Communications Technology.

In September of 1981, the Alliance for Employee Advancement program was initiated at the Medical Center Campus. An assessment of this program is reported in Volume VIII.

In January 1982, the first joint meeting of the Miami-Dade Board of Trustees and the Dade County Board of Public Instruction was held. Dr. McCabe

reported on needs for increased academic skills training, and Public Schools Superintendent Dr. Leonard Britton discussed efforts to improve student performance.

Figures announced at this time showed that, by the end of the previous Fall Term, Black non-Hispanic student enrollment at the College had risen to 15.1 percent, from 14.4 percent two years before, despite a declining national trend. Local media recognized this development with broad editorial commendation.

At its meeting of March 1982, the President's Council endorsed transitional bilingual programs at the North and South Campuses and a bilingual maintenance program at the New World Campus' Bilingual Center, in which classes were instructed half in English and half in Spanish.

In April 1982, the newly formed Miami-Dade Alumni Council announced adoption of its constitution, and in October elected officers. In the same month, the College libraries marked the installation of on-line computer systems for control of book and periodical collections, the culmination of two years of study and planning.

In May 1982, the Response System with Variable Prescriptions (RSVP) Program announced development of sample tests to help identify basic skills deficiencies of students preparing for the first administration, the following October, of the Florida College Level Academic Skills Test (CLAST). The CLAST administrations of 1982 and 1983 were used to norm this test. Since 1984, students have been required to pass the four CLAST subtests to receive Associate in Arts degrees at Florida community colleges, or three of the four subtests for provisional entry with junior-level status at institutions in the state university system.

In June 1982, the Phase II Building at the New World Center Campus was dedicated, a \$16 million, three-story facility including classrooms, laboratories, studios, student activity rooms, and a bookstore. At the second joint meeting of the College's Board of Trustees and the Dade County Board of Public Instruction in December 1982, agreements were reached for joint use of facilities, participation in an articulation and curriculum project in mathematics and communications, and development of a continuum of studies from ninth grade through the sophomore year of college.

At the start of the 1983 Winter Term, the College launched an Occupational Education Leadership Program. Multi-campus occupational Associate in Science and Planned Certificate programs had been in operation since 1966. In 1983, however, the Miami-Dade Occupational Education Council provided the thrust for a new unified approach. Collegewide Centers for Excellence were designated, each with a single-campus center but multi-campus functions. The designated centers were the Center for Business and Data Processing at South Campus, the Electronics/High Technology Center at North Campus, and the Urban Consortium for Banking, Finance, International Trade, and In-Service Business and Office Training at the New World Campus. These centers were to be concerned primarily with offering quality occupational preparation.

Results of the October 1983 CLAST administration showed Miami-Dade graduates slightly below the medians for other Florida community colleges in reading and writing. A possible explanation was that statewide groups included more than seven times more non-Hispanic Whites than any other ethnic category, nearly 75 percent of their examinees, while at Miami-Dade non-Hispanic Whites comprised less than 33 percent of its examinees, with Hispanics the largest group. Nearly half of Miami-Dade graduates taking the

test indicated native languages other than English. Nearly 33 percent of those graduates had begun their work at Miami-Dade prior to the College's 1978 reforms, and none had participated in the total reform program, fully initiated only in 1982.

January 28, 1983 marked the passing of Colonel Mitchell Wolfson, who had been appointed in 1959 to the Advisory Committee which created Miami-Dade and had served as a College Trustee through 1981 and as Chairman of the District Board of Trustees from 1968 to 1978. Colonel Wolfson bequeathed the bulk of his estate to the Mitchell Wolfson Foundation, with four-fifths of Foundation income to go to Miami-Dade. In September 1983, the New World Center Campus was renamed the Mitchell Wolfson Campus in his honor.

In June 1983, a new admissions policy was adopted by the College. Salient features included eligibility for admission to all credit programs by high school graduates, students from other postsecondary institutions, and foreign students with high school-equivalent preparation and acceptable English proficiency. Admission was limited to only occupational programs or the College's noncredit courses for applicants not in these categories, and a limited number of programs included supplementary admission requirements.

On September 23, 1983, the Wolfson Campus began operation of its Center for Business and Industry. Evaluation of this program is the subject of Volume VII. In January 1984, the Center for Professional Development, designed to train or retrain employees of small businesses and industries in the South Dade area, was opened at the South Campus. In February, the Wolfson Campus dedicated its baseball/softball complex, a joint effort with the City of Miami. In April, the Southeast Academy of Fire Sciences dedicated its \$43 million facility at North Campus, the first installation for centralized

training of Dade County firefighters. In the same month, the South Campus inaugurated its "Apple Orchard" computer center, equipped with 30 stations, for both instructional and student use. Similar centers were subsequently established at other campuses.

During the 1984 Fall Term, the College completed phasing in of a new \$1.8 million independent telephone system, linking the four campuses by microwave transmission. The College also announced receipt of a \$225,000 Ford Foundation Grant, to trace a group of Miami-Dade graduates through their college careers, in order to assess their preparation by the College and identify relevant problem areas.

In the same term, the Miami-Dade Community College Foundation announced inception of a \$5 million endowment fund drive. The goal of this "Margin for Excellence" campaign is to provide a permanent endowment for the College in such areas as academic scholarships and loans, endowed chairs, high technology and information programs, academic program services, and minority programs.

Finally, capping a quarter century of accomplishments, Miami-Dade was named "the Number One community college in America" in a survey conducted early in 1985 by the Community College Leadership Program of the University of Texas. In the survey, fifteen national experts in community college education were asked to nominate those two-year colleges in the United States which they believed to be the best. The predetermined criteria included leadership, ability to offer quality instruction while maintaining open door admission, and a reputation for rewarding good teaching. Miami-Dade was the overwhelming first choice. As a result, a research team from the University of Texas was scheduled to conduct an extensive case study of the College, commencing in March 1985. Noting that Miami-Dade "is one of the most written about and

copied two-year colleges in America, because they've done such exceptional things," the project co-director, Dr. George Baker, proposed as one study product "a major book on what Miami-Dade is doing that other institutions might be able to emulate."

THE MIAMI-DADE REFORMS

Context of the Reforms

The most significant development at Miami-Dade in the years since its 1974 self-study has been the implementation of broad, systematic reforms of its educational program and student support services. It is appropriate that the major elements of these reforms are the primary subjects of the College's 1984 self-study, since the study of 1974 gave impetus to the reforms themselves. As stated by the College's then District Vice President for Education:

As the [1974] self-study progressed, it became apparent that some fundamental changes in the College's directions, academic programs, and support services were necessary. The College's General Education Program had remained essentially the same for fifteen years. The time was appropriate for the College to undertake major revisions in the General Education curriculum and to initiate new approaches to serving students (Kelly, 1981, p.1).

However, while the 1974 self-study precipitated the reforms, the reforms themselves were College responses to changing needs and circumstances. In a summary report on Why Miami-Dade Community College is Reforming the Educational Program (March 1981), College President McCabe identified the roots of these changes and characterized the dilemma faced by the College.

In the decades since World War II, said Dr. McCabe, unskilled jobs dropped sharply throughout the nation, while skilled, semi-professional, and professional jobs sharply increased. Higher levels of education were needed for employability. Community colleges inaugurated an "access revolution" to meet these circumstances. Able to adjust their programs quickly to meet changing demands, these two-year institutions served many students whose resources were limited and who desired training leading directly to employment.

In the late 1960s, colleges in general shifted from prescriptive to nondirective requirements, allowing wide latitude in credits accepted for graduation. Minorities entered the system in increasing numbers, and many standards of screening and placement, regarded as discriminatory, fell by the wayside or were unevenly applied.

In the 1970s, new factors came into play. Student diversity increased while funding began to decline, necessitating curtailment of support programs. Standards declined in elementary and secondary education as programs expanded and increasing numbers of students remained through full programs. "A pattern developed in which inadequately prepared students were graduated each year, and entered society or higher education without the skills necessary to compete and achieve" (McCabe, March 1981, p.2).

In consequence, public opinion came to regard public education as lax and ineffective. The open door of community colleges was called into question. Enrollment-driven funding, suitable for periods of rapid growth, became an obstacle in periods of static or declining enrollment, requiring institutions to sustain growth at whatever cost or lose their economic viability. For community colleges, the dilemma to be resolved entailed the serious and increasing academic deficiencies of entering students, on the one hand, and the need for elevated standards of performance, on the other.

Summarizing the challenges which community colleges faced at that point, Dr. McCabe stated:

In this environment the community college becomes particularly vulnerable. The public questions the open door concept, and universities express concern over the competence of students proceeding to the upper division. The paradox of declining academic skills and a concurrent requirement for higher standards has set up the community college for failure. The open door must be preserved, for many Americans still begin life with serious handicaps, and a multitude of factors in society work to compound

these handicaps. At present, the public school systems are changing their curriculum and their attitudes, but it appears that major changes will be slow. So for many years to come, American higher education will see large numbers of younger people who do not have the skills required for full participation in society, and who must look to the community college for their last opportunity to succeed. The nation must help these individuals become productive, contributing members of society, rather than burdens to it, and community colleges must continue to play a key role (McCabe, March 1981, p.3).

The General Education Study

The three-year, collegewide appraisal of Miami-Dade's educational program that began in 1975 was thus an outgrowth of urgent needs for reform if Miami-Dade were to remain an effective, responsive, and responsible institution. Details of this comprehensive study are reported in General Education in a Changing Society (Lukenbill and McCabe, 1978), co-authored by President McCabe and the College's then District Dean for Academic Affairs.

As the study's first step, in March 1975, a General Education Study Committee was formed and approved by the Executive Committee of the College and the President. Need for this committee had been signaled in 1971 by a recommendation from a South Campus Task Force for General Education and later by specific recommendations of the 1974 self-study. On the committee were representatives of each campus, each major academic division, the Student Services area, and the Faculty Senates. The committee's charge was to review the College's General Education Program and develop specific recommendations for improvement.

During the first year of the study, the committee brought a number of speakers to the College to meet with faculty and offer observations on general education objectives and strategies. The committee solicited faculty views at "town meetings" on each campus. General education goals were identified and

presented for faculty review. These activities culminated in the General Education Draft Document, distributed to all faculty in May of 1976, containing 26 specific general education goals.

During 1976-1977, each campus established a separate general education committee to prepare campus recommendations for implementing the 26 goals set out in the draft document. Many faculty served on subcommittees, conducted and responded to surveys, and helped to develop specific recommendations for the collegewide committee. Broad participation was encouraged, and many faculty submitted individual recommendations and proposals.

In 1977, the collegewide committee drafted the General Education Proposal, again distributed to all faculty and explained at meetings on each campus, with the faculty encouraged to submit reactions and suggestions. Seventy-five written responses were received from individuals, departments, divisions, and, in one instance, from an entire campus. From these reactions, 125 specific recommendations were developed and voted on by the General Education Committee, resulting in significant revision of the original draft.

The resulting document made recommendations in four areas: 1) basic skills; 2) general education requirements for Associate degrees; 3) development of general education course objectives and resource materials; and 4) related support services, including academic advisement, testing, and research.

In May 1978, the document was submitted to the collegewide Committee for Academic Affairs, which approved its recommendations with minor changes. In June, the President's Council recommended other minor modifications and forwarded the proposal to the President for approval. In these same meetings, both the Academic Affairs Committee and the Council recommended alterations in the proposed new Standards for Academic Progress, which were also submitted for the President's approval.

Later in June 1978, the President approved the finalized General Education Proposal, as well as the new Standards for Academic Progress, and submitted both to the District Board of Trustees, together with new basic skills requirements. The Board supported all of these programs, which became the key elements of the new General Education Program and the Miami-Dade academic reforms. The next step became their systematic and expeditious implementation.

Implementation of the Reforms

By the fall of 1978, six main directions had emerged for implementing the Miami-Dade reforms, to retain the open door while continuing to strengthen standards. These directions (further discussed in McCabe, March 1981) are summarized below.

Increased expectations of student performance. Since public institutions are subsidized by public funds, and many students receive state and federal aid, it was recognized that students incur an obligation for academic achievement and personal growth by virtue of their participation in the publicly-supported educational process. Implementation of Miami-Dade's new Standards of Academic Progress was intended to ensure that students' continued participation in that process would be justified by their academic achievement.

Increased academic direction. The new General Education Program imposed increased structure and common academic experiences on students in all degree programs. Student flow through the system was made dependent upon demonstrated competencies and proofs of progress. Students with basic skills deficiencies were required to remedy these before enrolling in mainstream courses where such deficiencies would introduce disparities in students'

instructional needs and would hamper their own progress. Curriculum emphases on broader life skills were included, to assure that even those who could not complete the program would benefit.

Increased academic support. Students were to be informed more completely, accurately, and promptly on their progress in individual courses, completion of their degree requirements, and requirements for transfer to senior institutions. In addition to new computerized systems developed to meet these needs, measures for strengthening of counseling and advisement procedures were emphasized.

Basic skills remediation. Recognizing that students with serious basic skills deficiencies could not be expected to complete degree programs as quickly as those without, the College not only provided for developmental courses and study skills support, but also for the development of strategies for monitoring course loads, based on successful performance. With tightened flow restrictions narrowing the range of student skills represented in individual classes, students were placed with those of more nearly equal skills, improving the environment both for learning and instruction. At the same time, faculty were directed to increase individualized instruction to support each student's needs.

Commitment to quality standards. If the open door were to remain open, it was recognized that credits, certificates, and degrees awarded by the College had to be based on specific, high-quality standards. The Miami-Dade reforms addressed this need to uphold quality in a program requiring satisfaction of specific competencies as students progressed from course to course.

Provisions for unsuccessful students. Where the full range of support, intervention, and early-warning strategies provided by the reforms still resulted in students' unacceptable performance, a system of appropriate measures was required. The new Standards of Academic Progress met this need by restricting course loads or further enrollment for unsuccessful students. In instances warranting dismissal, the Standards' ultimate category, the College in effect acknowledged that maximum efforts had been on behalf of the student and society, consistent with the College's academic integrity.

REFORMS EVALUATED BY THE 1984 SELF-STUDY

The key elements of the Miami-Dade reforms described above--introducing greater directiveness in students' academic choices, broadened support of their academic progress, and increased demands for high achievement--comprise the topics evaluated in the three following volumes.

Testing for course placement was reinstituted on a collegewide basis as one aspect of the reforms. Miami-Dade had employed standardized tests for placement since its founding in 1960 but, by the time of the 1974 self-study, no consistent collegewide system was yet in effect. Under the Basic Skills component of the General Education Study, it was determined that placement testing should be reinstituted, collegewide, for all students proposing to enter degree programs, prior to their first registration at the College. In the spring of 1979, entry-level testing was again initiated, on a gradual basis, as norms and cutoff scores were established. By 1981-82, a uniform College placement system was in effect. Evaluation of this system in its current form is a part of studies reported in Volume II.

The Basic Skills component of the General Education Study also established need for remedying student deficiencies in verbal and computational skills, prior to their proceeding to mainstream coursework. Current College programs in these developmental areas, including the program in English as a second language, are also examined in Volume II.

The revised general education curriculum is perhaps the most significant of the Miami-Dade reforms resulting from the 1975-1978 General Education Study. With this program the College initiated more rigorous direction in the selection and sequence of student coursework accepted for graduation, while

ensuring increased commonality of experience among degree-seeking students. With publication of General Education in a Changing Society in 1978, the groundwork for an integrated, coherent, competency-based General Education Program was completed. In the years that followed, specifics of the general education curriculum's three-tiered structure of core courses, distribution courses, and electives were developed by faculty committees.

The main structure of the general education curriculum's first tier is its five core courses, spanning the range of basic academic areas in complementary fashion. Students in all Miami-Dade degree programs are required to take these core courses. The operation and impact of this aspect of the general education reforms are evaluated in the first study in Volume III.

To bridge the gap between broad introductory courses and major-field specialization, the second tier of the general education curriculum, distribution courses, offers a limited menu of options from which students choose as they wish. Instruction in these options is more advanced than that in the core courses, but supports the general education goals in being general and value-oriented in nature. Effectiveness of this aspect of the general education reforms is assessed in the second study in Volume III.

An additional aspect of the revised general education curriculum is student flow, the process by which students, following entry-level testing, proceed from course to course and tier to tier. With introduction of the reforms, increased restrictions have been placed on student flow to ensure that specific competencies and prerequisites are met at each stage of the student's career before progress to the next stage is approved. Analysis and evaluation of student flow are subjects of the third study in Volume III.

As previously noted, the Miami-Dade reforms have also included initiation of three high-impact support programs providing students and advisors with comprehensive and timely information on each student's academic progress and performance. These programs are examined in Volume IV. The Advisement and Graduation Information System (AGIS) is a computer-based, individualized-response system which informs students on their progress toward completing the requirements of specific programs of study, checks for graduation certification by identifying current and completed courses, and recommends courses for smooth transition to specific programs at upper-division institutions. The information is current when generated, and hard copies are readily obtainable by students on short notice for use in counseling or self-advisement.

A parallel system, Academic Alert, supports the intervention strategies of the reforms by providing students with mid-term progress reports for all courses. When the instructor notes problems in a student's academic progress or attendance, an individualized, computer-generated letter identifies the problems and encourages the student to contact the instructor to correct them.

The College's revised Standards of Academic Progress (SOAP), stemming directly from recommendations of the General Education Study, broadly support both the concerns of the College and the key goals of the reforms for increased direction, support, and expectations in student academic work and achievements. Under SOAP, student performance is monitored and credit load controlled from the point at which seven credits have been completed. The system provides for warning, probation, suspension, or dismissal as consequences of low grades or excessive withdrawals.

The ten years since the College's last institutional self-study have produced a wide range of other significant programs, supporting and complementing the main reforms, developed both collegewide and by the

individual campuses. Sixteen such programs are examined in Volumes V through VIII. That attention to underprepared students has not diverted Miami-Dade from challenging high-achievers is evident from assessments of the North Campus Honors Program (reported in Volume V) and eight South Campus Opportunities for Individual Achievement programs (in Volume VI). College emphases on expanding productive relations with the community are examined in reports on the North Campus CHANGE Center and Basic Law Enforcement Training programs (in Volume V), the Wolfson Campus' Center for Business and Industry (Volume VII), the Medical Center Campus' Alliance for Employee Advancement (in Volume VIII), and the South Campus' Outreach Program (in Volume VI).

Evaluating a further program devoted both to expanding educational partnerships with the community and to supporting Miami-Dade's strong commitment to prepare students for the information age is the report (in Volume VI) on computer-based instruction at the South Campus Center of Excellence. The comprehensive study by the Medical Center Campus (in Volume VIII), based on a modified approach to the SACS traditional Standards, reports a wide range of campus activities exemplifying effective interaction with the community, technical sophistication of occupational programs, and campus-level implementation of the Miami-Dade reforms.

The next section of the present volume describes how the 1984 self-study was planned and conducted. It is followed by the recommendations of the study's twenty-six investigations, and by a summary of self-study conclusions and implications.

II. CONDUCTING THE SELF-STUDY

This section describes how the Miami-Dade 1984 Institutional Self-Study was planned and conducted. The section emphasizes the study's formulation, focus, organization, methods, and development, providing context for the study's recommendations and implementation projections, presented in full in the section following.

DEFINING THE STUDY'S SCOPE AND FOCUS

Initial Steps

Late in 1982, SACS advised Miami-Dade to prepare for 1984 participation in the SACS Self-Study Program. Communication between President McCabe and the Executive Director of the SACS Commission on Colleges explored the possibility that the College might conduct a nontraditional evaluation of selected programs, pursuant to Appendix II of the SACS Manual for the Institutional Self-Study (1977, pp. 52-53).

In April 1983, the Associate Executive Director of the Commission, Dr. Katherine E. Hunter, met with the President's Council to discuss preliminary plans. Miami-Dade's desire to undertake a nontraditional study was reaffirmed by the President, who proposed as the focus of the study the assessment of reforms in the College's educational program and academic support systems introduced since its accreditation renewal of 1974. Dr. Hunter noted that few institutions had elected the nontraditional option, and that essentially the College would be expected to design its own study. The Council accepted that requirement, and thereafter served as the study's Steering Committee.

Further consideration was given to study parameters during the spring of 1983. A preliminary plan developed by the District Dean for Academic Affairs was reviewed by the Steering Committee in July, with additional refinements recommended.

Concurrently, preparations began at the Medical Center Campus for its campus study, based on a modified approach to the SACS Standards. A Standards approach was selected in part because the Medical Center Campus, created in 1974, had not participated in the College's Standards study that year. Additional value was seen in the use of Standards information for other specialized reaccreditation requirements which that campus is routinely required to meet in connection with its Allied Health and Nursing programs. A planning document for the Medical Center study, identifying aspects of the Standards relevant to the goals and programs of that campus, was delivered to SACS in the fall of 1983.

In September, administration responsibility for the self-study was assigned to the District Vice President for Education. In October, Dr. Robert C. Alberts, Continuing Education Chairperson at North Campus, was appointed study Director, responsible for study development and implementation.

Concept Statement and Prospectus

Specific self-study plans were set out by President McCabe in a concept statement submitted to SACS in November 1983. The statement identified the District-wide portion of the study as including the flow model for students moving through the Miami-Dade system, the College's programs of entry-level testing, placement, and development studies, its revamped general education requirements, and principal elements of its computerized student information

and advisement systems. Campus studies were identified as evaluations of selected programs serving specialized student or community needs.

Assurance was given of broad participation by College personnel, students, and community groups. Data collection was to emphasize surveys, interviews, and collation of specialized information. Evaluations were to be both formative and summative, including testimonials by alumni and judgments on the quality of Miami-Dade programs and systems by professionals in various disciplines. Intended products were to be descriptive, analytical, evaluative reports, identifying strengths, weaknesses, and areas for development. All reports were to contain action recommendations and plans for their attainment.

The concept statement also noted that the College's Office of Institutional Research, which would support but not perform the study, routinely developed comprehensive studies on admissions, enrollment, student composition and performance, basic skills testing, placement, and the like, which would be used in the study and would be available to the SACS Visiting Committee. Information on faculty, libraries, financial resources, facilities, policies, and administration, routinely updated, would also be available. Accordingly, the College did not propose to conduct special analyses in these areas.

Materials pertinent to study organization and research were reviewed during the fall of 1983. Planning statements on study tasks, methods, personnel requirements, and costs were developed. Relevant portions of the 1974 self-study were reviewed, together with those of SACS documents on the self-study process. Assembly was begun of materials on College history, missions, organization, policies, and operations.

Guidance was sought from other institutions which had conducted non-traditional studies. Helpful materials were provided by the Dallas County Community College District, and useful insights afforded by those from the University of Puerto Rico on evaluation of its general education program. Publications of particular planning value included Self-Study Process: A Guide for Postsecondary Institutions (Kells, 1983) and Understanding Accreditation (Young, et al., 1983).

The Prospectus for the Miami-Dade Nontraditional Institutional Self-Study, prepared by the Director, was submitted to SACS on November 15, 1983. Expanding on the President's concept statement, it detailed the study's rationale, objectives, and the components of the College reforms and support systems to be studied. Illustrative campus studies were proposed, together with intended study organization, research strategies, products, and a timetable.

Plan Approval

SACS responses to the concept statement and Prospectus were received early in January 1984. These advised that the proposed focus and procedures of the study were acceptable, and that implementation plans appeared workable. Emphasis on the reforms and support systems was approved, as was the plan for the Medical Center's Standards study.

SACS suggestions on personnel, procedures, coordination, and organization were incorporated in further planning. A SACS concern that use of the President's Council as the Steering Committee for the study might limit breadth of involvement was remedied by scheduling broad participation by faculty at all levels, close coordination with Faculty Senates on all campuses, substantial

input from the College staff, and by regular liaison with the District Board of Trustees through the President. The self-study timetable proposed by the College was adjusted in accord with SACS directions, setting May 19-22, 1985 as the dates of the evaluation visit by the SACS Visiting Committee.

The SACS response also confirmed that the Visiting Committee would assess the self-study solely on the basis of its nontraditional approach, and that formal evaluative studies responsive to the SACS Standards would not be expected. Rather, Standards compliance would be demonstrated through interviews and review of existing records at the time of the visit. Accordingly, the College developed plans for administrative assembly of Standards documentation, collected for Committee use in resource centers at District and the campuses, together with self-study products and general reference information on the College.

Regarding campus studies, the SACS response advised that these were appropriate where useful for planning and growth, but were to be considered a College option, supplementary to the collegewide focus of the study. A final list of campus studies was approved by SACS later in January 1984.

Additional modifications in the study organization proposed in the Prospectus were introduced as work progressed. These are noted in later sections. None affected the scope or focus of the study, and all were approved by the Steering Committee and SACS.

STUDY ORGANIZATION

Structure and Composition

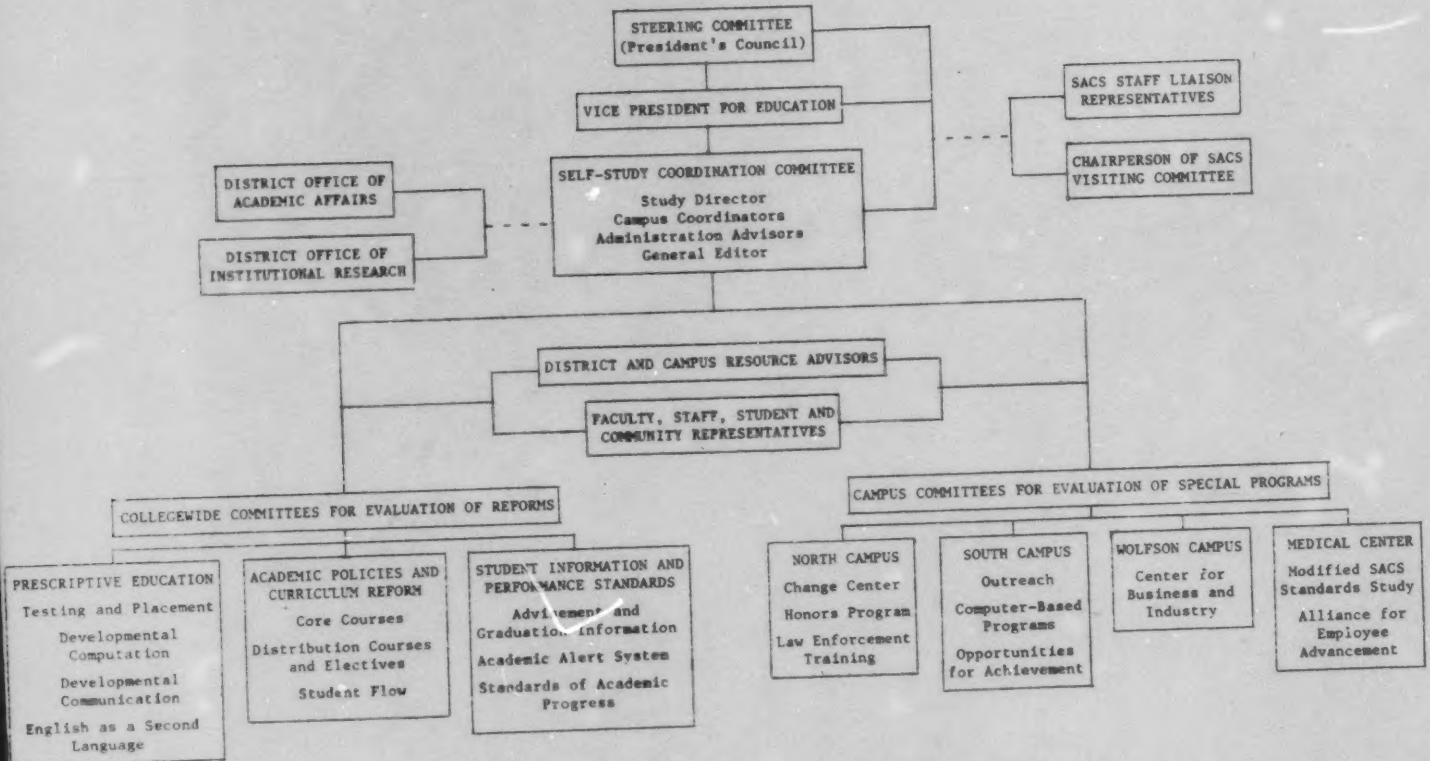
Organization of the study's principal components is depicted in Figure 6. In addition to the Steering Committee and Self-Study Coordination Committee, main working groups included three collegewide committees for evaluation of the reforms and nine conducting campus studies. Forty-five components were organized for self-study implementation, 43 contributing to the research presented in the 26 final reports.

Each collegewide committee comprised delegations from each campus, concerned with areas of the reforms corresponding with those of the collegewide committees. Delegation members were distributed among eight collegewide subcommittees. The nine campus committees included eight additional subcommittees.

Total positions as Coordinators, chairpersons, writers, technical advisors, and resource persons numbered 97. General members of committees totalled 142. Adjusting for multiple positions held by some individuals, and for personnel changes during the study, the total of appointed participants serving during some portion of the work was over 250. Participation by the majority was voluntary, uncompensated, and in addition to normal responsibilities.

A comparable number of other College personnel participated in clerical, support, and consultative capacities. Many were also respondents to research surveys, but comprised only a small percentage of persons to whom more than 46,000 questionnaires were addressed in the study's 114 research surveys.

Figure 6
Self-Study Organization



Steering Committee

The President's Council, which served as the Steering Committee, is composed of the President, chief executive officers of the District Administration, Vice Presidents of the four campuses, the Presidents of the Campus Faculty Senates and the Faculty Senate Consortium, and the EA/EO Coordinator. Chief representatives of components concerned with business affairs, institutional development, community relations, and public affairs are frequent participants.

Principal Steering Committee functions were the following:

- Advising on study planning, organization, resource allocations, and logistic support;
- Monitoring the implementation of study policies and procedures;
- Reviewing and approving major study products;
- Assisting in SACS Visiting Committee preparations; and
- Participating in planning for the implementation of study recommendations.

Coordination Committee

The Self-Study Coordination Committee (SSCC) was the principal day-to-day management group for the study. Four of its nine members were the Coordinators of study activities at the four campuses, selected by their Campus Vice Presidents and Faculty Senate Presidents. Soon after the study began, each Coordinator was also assigned responsibility for guiding and supporting one of the three collegewide reforms committees or the group of nine committees performing campus studies. In these combined capacities, the Coordinators were the principal persons through whom the SSCC implemented study work. Administration members of the SSCC included the District Vice President for Education and the District Deans for Academic Affairs and Institutional

Research, participating as ex officio advisors on their areas of responsibility. The study's General Editor joined the SSCC in August 1984 as its ninth member.

Regular participants in SSCC work included members of the Institutional Research staff, who provided broad support in document procurement, research design, and data processing for all study groups. Members of all study groups met with the SSCC as needed for solution of planning and operational matters. The SSCC also utilized the expertise of resource persons throughout the College, representing the majority of District administrative, academic, and support components, standing committees, special programs, and faculty, staff, and student groups. Assistance was also enlisted from personnel with previous self-study or reaccreditation experience.

The specific functions and responsibilities of the SSCC included the following:

- Finalizing development of the study design, organization, and scheduling;
- Providing guidelines and resource support for all study operations, research, and reporting;
- Approving data collection methods, monitoring their application, and expediting data processing;
- Advising on analytical and interpretive strategies;
- Coordinating the day-to-day work of all components to ensure adherence to study objectives, SACS requirements, and timetables;
- Reporting on study progress to the Steering Committee and to SACS;
- Disseminating study publicity throughout the College and community;
- Coordinating Visiting Committee preparations and matters requiring SACS assistance, input, or approval;

- Coordinating administration and faculty review of study products; and
- Coordinating the writing, editing and publication of the final report.

The SSCC began weekly meetings in January 1984, chaired by the Director, the study's only full-time participant. All proceedings were recorded, transcribed, distributed to study principals, and are available to SACS reviewers.

Evaluation Committees

The three collegewide committees evaluating the reforms included eight subcommittees of 68 persons, appointed from corresponding campus delegations. Nine additional committees and eight subcommittees evaluated the campus programs. All committees utilized extant data compiled by their target programs and other College components, and designed new research with SSCC and Institutional Research guidance.

Each committee was chaired by a person of suitable expertise, generally a senior faculty member from a discipline germane to, but apart from, committee responsibilities. Chairpersons were responsible to the SSCC through the four campus Coordinators. Work of each committee was supervised by the SSCC and the assigned Coordinator, who guided its chairperson and members through definition of research issues, development of research strategies, collection of data, analysis of results, derivation of conclusions, and production of a final report.

The 68 members of the collegewide committees included 56 from the campuses and 12 District resource persons. Six non-member District advisors, earlier identified, provided guidance on academic and programmatic aspects of the

reforms, and on data sources, sampling, and analysis. Non-member representatives of student, staff, faculty, and community groups met with the collegewide committees as needed to assist in defining research questions and in data collection tasks.

Each campus provided a four-member delegation for the Prescriptive Education and the Student Information and Performance Standards Committees, and a delegation of six members for the Academic Policies and Curriculum Reforms Committee. With the addition of District members, this resulted in 20-member rosters for the first two committees and 28 for the third. Subcommittee structure within each of these committees corresponded to the ten research areas covered by the final reports on the reforms contained in Volumes II, III and IV.

Chairpersons of campus delegations were typically teaching faculty. Those of collegewide committees were drawn from the delegations. Subcommittee organization was largely developed by their chairpersons, with SSCC concurrence. Delegation members met regularly with the collegewide committees, but were enabled by the delegation structure to pursue many tasks in smaller campus groups. Delegation work was therefore substantially supported by campus-level coordination teams, which typically included administration, faculty, staff, student, and community representatives.

Each collegewide committee also included four designated writers. These persons were selected by each campus from its delegation members and were assigned principal responsibility for preparation of final reports.

Organization of the campus committees and plans for their operation were largely developed by their chairpersons, in conjunction with the respective Coordinators, Faculty Senates, and Campus Vice Presidents. Composition of

these groups varied over the course of the study, with total involvement of approximately 150 persons in committees ranging from five to 36 members.

STUDY IMPLEMENTATION

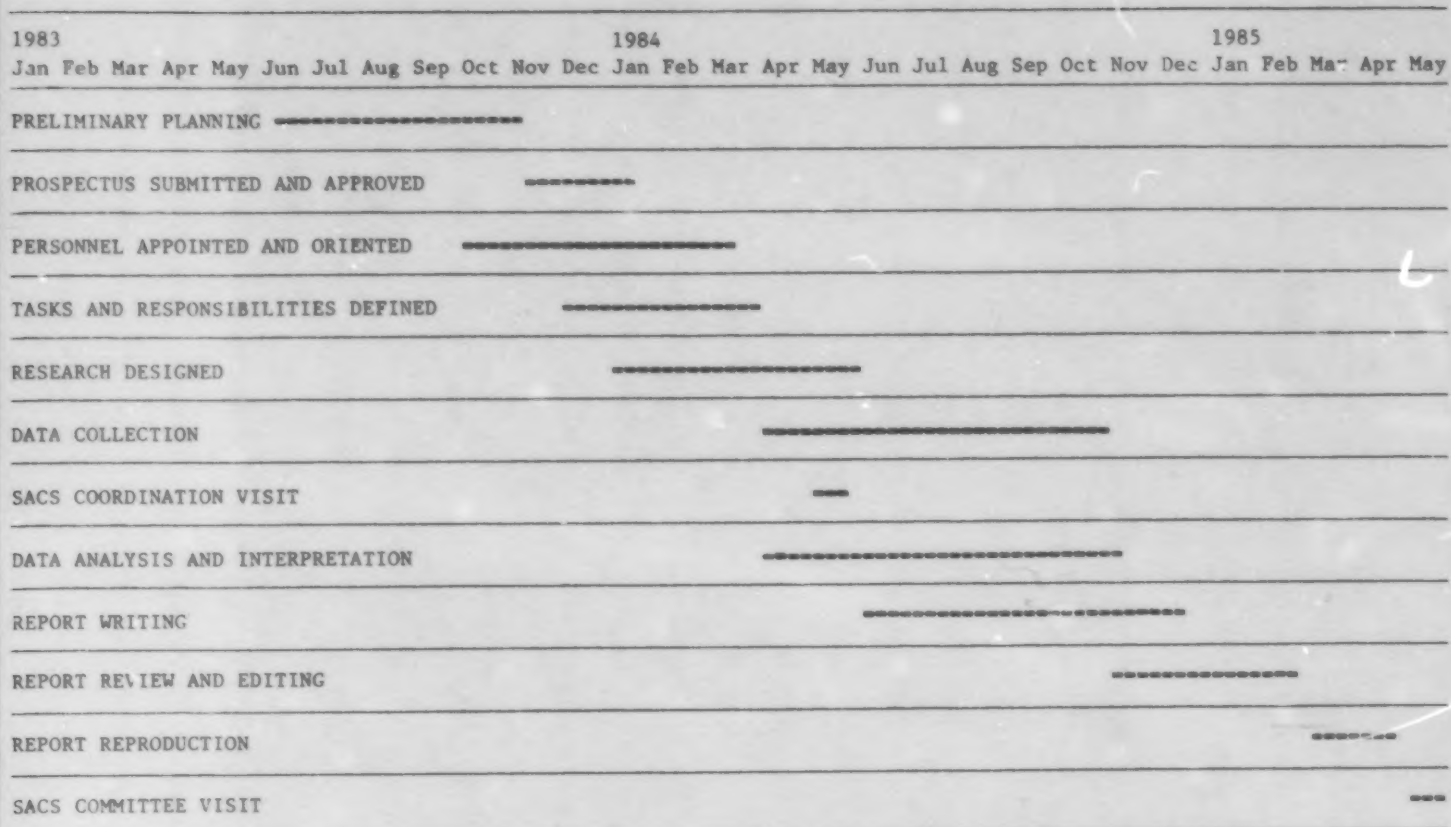
Research Planning

The overall timetable developed for the study is presented in Figure 7. An early decision was made to accomplish survey data collection of students in two groups, the first in the Spring and Summer Terms of 1984. This was to obtain initial data on which analysis could begin, and to test collection methods for refined application to the main surveys of major-term students in the fall. Surveys of staff and community groups were scheduled for summer months, when other groups were less accessible. Faculty surveys were scheduled throughout the period, but also mainly in the fall.

As work developed, the desirability of a shift from campus to collegewide emphasis in assessment of the reforms became evident. This was seen as eliminating repetitive campus investigations of collegewide phenomena, while preserving, in the delegation structure, attention to campus differences and concerns. Since the shift represented some modification of plans proposed in the Prospectus, SACS approval was subsequently obtained. Ultimately, the shift served to emphasize the primacy of the reforms investigations, and to facilitate involvement of District personnel who had worked on the development and implementation of the reforms. In addition to special studies, the emphases of campus work became the formulation of research questions on the reforms, provision of delegations for the collegewide committees, and campus-level collection of data for use by all committees.

Early in March 1984, questionnaires were sent to collegewide samples of College personnel and students, soliciting recommendations on aspects of the reforms to be evaluated. Results were later combined with other committee

Figure 7
Self-Study Timetable



recommendations in designing the survey questionnaires used to obtain the study's main evaluation data.

Each study committee was given latitude in developing evaluation approaches, subject to SSCC monitoring and adherence to deadlines. It was stressed that findings were not to be derived from surveys alone, and that existing College records, reports, and publications were to be drawn upon appropriately.

Planning statements for the campus studies were submitted for SSCC review at this time. These identified justifications for program selection, aspects of programs to be studied, proposed evaluation methods, and products envisioned.

As work accelerated, periodic progress reports were requested from all committees. Each committee maintained files of its proceedings, planning documents, survey forms, data compilations, and reporting plans. These items are contained in annexed reference files for each study.

These initial steps in study implementation were communicated to Dr. E. Jean Walker, new Associate Executive Director of SACS, and to Dr. Richard J. Ernst, President of Northern Virginia Community College and Chairperson of the SACS Visiting Committee. The first of a number of articles on the study's progress was published in the College's newsletter, FYI, which was subsequently used as a main publicity vehicle for the study.

Orientation Workshop

In March 1984, an all-day workshop was conducted for all self-study participants. The event provided orientation on study goals, organization, and responsibilities. Members of Faculty Senates, student groups, College media,

advisory committees, and the general public were invited. Approximately 100 persons attended.

Speaking at the workshop luncheon, President McCabe amplified the goals of the nontraditional assessment of the reforms and provided a charge for the study to determine whether the reforms were achieving their intended objectives and to identify areas and measures for their improvement.

Internal organization of committees was developed in other sessions at this workshop, subcommittee leaders and writers were nominated, and research issues were refined. SSCC materials distributed for the guidance of the workshop participants included recommendations on data sources, research design, data analysis, and writing. Background articles on the reforms, authored by various Miami-Dade personnel, were also provided. Copies of these items are included in the reference annexes.

Survey Preparations

To accommodate the anticipated high volume of data processing demands, efforts were initiated in April 1984 to quantify and schedule processing needs. One objective was to allow computer programs to be written in advance. Available modes of data processing were reviewed. It was determined that most of the data processing would be accomplished through the Office of Institutional Research, with some performed by the campuses and committees. Extensive use of the College's on-line computer system was planned, supplemented by microcomputers. These preparations later avoided delays when the majority of the study's 114 surveys, requiring input of some half-million responses, were submitted for processing in a period of less than four months.

The SSCC also determined at this time that survey instruments should emphasize readily processible, multiple-choice, self-administered formats, with

minimal fill-in items. Fill-ins contained in pilot forms were converted to multiple-choice items after pre-testing revealed appropriate choices. Committees were also instructed to include questions on the broad implications of programs, to help measure the effectiveness of maintaining open access admission to the College through more directive, prescriptive, and supportive programs.

By May 1984, most committees had developed and pre-tested survey instruments. Cover letters and memoranda were prepared to accompany survey forms, emphasizing the importance of the surveys, noting selection of recipients by random sampling, and requesting careful completion. Letters to instructors expressed appreciation for use of class time for the surveys.

Early Surveys

Administration of Spring Term student surveys began at all campuses early in June 1984 and was substantially completed within two weeks. Initial faculty and community surveys were also conducted during this period.

A number of improvements applicable to the main Fall Term surveys became evident from this early work. It was clear, for example, that sequence numbers of classes to be sampled should be chosen well in advance, by committees rather than Coordinators, with instructors alerted to exact dates to allow adjustment of course calendars. A reserve sample was needed to ensure availability of sufficient classes to meet confidence criteria. It was also found desirable to administer surveys at the end of classes, to reduce time pressure and promote care in completion. Administration by self-study personnel, rather than instructors, was found preferable, to assure clearer interpretation of instructions and reduction of unusable returns.

Initial data processing began at the end of June. As printouts were generated, committees were urged to pursue analysis in the light of original research objectives, avoiding the tendency for results to drive interpretations.

SACS Coordination Visit

On May 17-18, 1984, Drs. Ernst and Walker came to the College for an initial coordination visit. Briefings provided during their stay covered the background and goals of the study, the strategies for evaluation of the reforms, the study's scope and organization, and its overall plans, methods, products, and timetable.

Planning sessions during the visit provided final confirmation of the Visiting Committee dates, College responsibilities for Standards verification, and matters relating to the scope of SACS evaluation of the self-study. Final approval was received of the list of campus studies. Elimination of self-study evaluation of the College's revised mission statements was approved, in view of the altered schedule for completion of that project.

A reception for the visitors provided opportunity for them to meet with representatives of the District Board of Trustees, the study's Steering Committee, the College Academic Affairs and Student Services Committees, the Faculty Consortium, and all self-study groups. All campus Vice Presidents and their self-study teams provided briefings on campus characteristics and programs, and on self-study involvement and progress. Document collections were provided for the visitors, amplifying self-study work.

At the conclusion of the briefings, Drs. Ernst and Walker advised that they saw no major problems or needs for adjustment in study plans, methods, or

intended products. They also expressed approval of the breadth of involvement, and noted the enthusiasm of participants.

Reporting on study progress was provided for SACS on a regular basis following the visit, and included all major study documents, guides, and publicity. A summation of self-study activities, describing progress over the first half-year of study implementation, was delivered in August 1984, and a second six-month progress report was submitted early in 1985.

Reporting Guidance

To support initial writing efforts, a Final Report Writing Guide was distributed by the SSCC in June 1984, and close working relations with writers were programmed in production of report outlines. A general workshop on writing techniques was held in late July. Report requirements relevant to SACS expectations and meaningful recommendations for program improvements were emphasized. Aids on stylistic conventions were provided, together with a supplementary SSCC guide on Standard Elements of Self-Study Outl, containing a recommended framework for all reports.

Since responses to many of the recommendations of the College's 1st study were pertinent to 1984 work, relevant sections of the for ^{5/2} distributed to all committees. All 1974 recommendations were individually identified in relation to the work of 1984 committees to which they pertained, for appropriate attention in their final reporting. Checklists to ensure full use of the Institutional Research report series were also provided. Copies of these guides and checklists are contained in the separate reference files.

DATA COLLECTION AND ANALYSIS

Instruments and Samples

As noted previously, questionnaire surveys were the chief features of research design for most self-study components. Regarding the administration of a set of questions to a specific target group as a single survey, the study included 114 surveys, conducted between June and November of 1984.

Sixty-seven surveys (59%) were conducted by the collegewide reform committees, or by the SSCC as joint efforts to which these committees contributed questions. Fifty-seven (41%) were conducted by committees pursuing campus studies.

Instruments were shared wherever possible. Identical questionnaires were administered to different target groups in a number of instances, or to different populations of the same target group. This was both to reveal significant differences and to confirm relevant similarities.

Table 1 presents basic numerical characteristics of all surveys, including summary figures for those performed by the campus groups. Table 2 presents the same information for the campus studies alone.

Of the 114 surveys, 106 (93%) were designed for self-administration. Six were administered by personal interviews. Two were conducted by telephone. All were anonymous. All included explanations of the study's purposes, and those distributed by mail included postpaid return envelopes.

Of the 106 surveys designed for self-administration, 75 (66%) were mainly checklist type containing multiple-choice items, with limited fill-ins for completion directly on the forms. The remaining 39 (34%) included 29 (25%) in which responses were recorded for electronic processing on special sheets or

Table 1
Surveys Conducted by Collegewide Committees
With Campus-Level and Self-Study Totals

With Campus-Level and Self-Study Totals														
ORIGINATING COMPONENT	NUMBER OF SURVEYS CONDUCTED	TARGET GROUPS SURVEYED					SURVEY RESPONSE ITEMS		SURVEYS ADMINISTERED		SURVEY RETURNS			TOTAL RESPONSE ITEMS IN ALL SURVEYS
		STUDENTS	FACULTY	STAFF	ADMINISTRATORS	COMMUNITY	TOTAL	AVERAGE PER SURVEY	TOTAL	AVERAGE PER SURVEY	TOTAL	AVERAGE NUMBER PER SURVEY	AVERAGE PERCENTAGE PER SURVEY	
PREScriptive EDUCATION	11													
Testing & Placement	5	2	3	2	2	9	182	17	7,639	694	2,117	192	27.7	36,840
Developmental/ESL	4	2	2				207	41	1,812	362	1,088	218	64.0	45,390
Subtotal	20	4	7	2	2	9	519	26	11,185	559	4,753	387	89.1	48,315
ACADEMIC POLICIES	11													
Core Courses	5	2	3	2	2	9	277	25	7,639	694	2,122	193	27.8	62,632
Distribution	4	2	2		2		182	36	831	166	710	142	85.4	33,127
Student Flow	1	1					228	56	1,468	367	947	237	64.5	74,174
Subtotal	21	5	7	2	4	9	690	33	500	500	370	370	74.0	1,110
STUDENT INFORMATION	11													
AGIS	5	2	2	2	2	9	193	18	7,714	701	4,149	198	39.8	171,043
Academic Alert	5	2	2	1	1		119	24	2,782	556	2,153	196	27.9	41,533
SOAP	5	2	2	1	1		111	22	2,780	556	1,682	336	60.5	42,429
Subtotal	26	6	8	5	5	9	109	22	2,785	557	1,682	336	60.4	41,263
ALL COLLEGEWIDE COMMITTEES	67	15	22	9	11	27	1,741	26	16,061	618	7,199	277	44.8	166,736
ALL CAMPUS-LEVEL COMMITTEES	47	17	14	8	6	13	1,047	22	37,684	562	16,101	240	42.7	468,324
ALL SELF-STUDY COMPONENTS	114	32	36	17	17	40	2,788	24	8,428	179	4,270	91	50.7	121,479
									46,112	404	20,371	179	44.2	589,803

Figures rounded.

Figures rounded.

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Table 2
Surveys Conducted by Campus-Level Committees

ORIGINATING COMPONENT	NUMBER OF SURVEYS CONDUCTED	TARGET GROUPS SURVEYED					SURVEY RESPONSE ITEMS		SURVEYS ADMINISTERED		SURVEY RETURNS			TOTAL RESPONSE ITEMS IN ALL SURVEYS
		STUDENTS	FACULTY	STAFF	ADMINISTRATORS	COMMUNITY								
							TOTAL	AVERAGE PER SURVEY	TOTAL	AVERAGE PER SURVEY	TOTAL	AVERAGE NUMBER PER SURVEY	AVERAGE PERCENTAGE PER SURVEY	
NORTH CAMPUS														
CHANGE Center Study	7	4	1	1	1	1	144	21	1,467	210	903	129	61.7	18,444
Honors Program Study	7	3	1	1	1	2	100	14	1,391	199	599	86	43.1	7,395
Basic Law Enforcement Study	6	2	2	1	1	1	91	15	760	127	574	91	75.5	7,844
SOUTH CAMPUS														
Center for Excellence Study	4	1	2	1	1	1	84	26	1,360	340	647	162	47.6	20,230
Outreach Program Study	3	1	2				70	23	1,026	342	519	173	50.6	12,625
Opportunities for Achievement:	4	3				1	252	63	1,080	270	391	98	36.2	40,652
Honors Program Study	2		2				17	9	155	78	112	56	72.3	995
Public Schools Study	1	1					13	13	165	165	55	55	33.3	715
Athletics Study	1	1					36	36	126	126	39	39	31.0	1,406
WOLFSON CAMPUS														
CBI Study	7		3	3	1	5	137	20	653	93	184	26	28.2	3,041
MEDICAL CENTER CAMPUS														
Alliance Study	5	1	1	1	1	2	103	21	245	49	245	49	100.0	8,134
ALL CAMPUS STUDIES	47	17	14	8	6	13	1,047	22	8,428	179	4,270	91	50.1	121,479

Figures rounded. Components not listed did not conduct independent surveys.

Figures rounded. Components not listed did not conduct independent surveys.

cards. Eight contained only checklist items. Two requested fill-in responses only. All forms are contained in the annexed reference files.

Also included in Tables 1 and 2 are indications of survey instrument length. The average number of response items for all surveys was 24, typically enabling self-administration in less than a half-hour. The somewhat greater length for several surveys was a function of their particular areas of investigation. The SSCC, in reviewing and approving instruments prior to administration, attempted to limit instrument length and complexity, in order to promote higher and more dependable responses, and to minimize imposition on respondents and instructors. However, most final decisions on number and phraseology of items were left to committees.

Included as standard items on most instruments were demographic questions, typically age, sex, ethnicity and, depending on the target groups, association with Miami-Dade, position or title, degree sought or attained, type of employment, and the like. Such items were to establish pertinent characteristics of responding groups, allow comparisons with each other, verify correspondence with total populations from which samples were drawn, and facilitate amalgamation or collapsing of data from separate surveys where commonalities justified.

Sampling techniques and criteria developed by committees are discussed in their individual reports. Where random sampling of large populations was employed, numbers of questionnaires distributed were normally calculated to achieve confidence levels of 95% or more. Exceptions are noted in the reports. For many smaller target groups, total populations were included. However, many surveys were addressed to individuals selected for particular characteristics, such as participation in activities being evaluated, or as students or instructors in classes with characteristics of specific concern.

Survey Administration

The majority of surveys--79 (69%) of the 114--were conducted during September and October of 1984. These focused primarily on major-term students and faculty. Fifteen spring and summer surveys (13%) included both students and faculty. Thirteen, mainly of community groups, and of College administrators and staff, were conducted in August. Seven others were conducted on a continuing basis between June and September.

Apart from the eight surveys conducted by phone or interview, the remaining 106 employed seven modes of administration. The largest number, 29 (25%), were delivered by interoffice mail, primarily to the large random samples of general faculty, staff, and administrators, and to instructors of selected courses in target programs. Twenty-seven others (24%) were administered to students in full class groups in classroom settings. Some were selected randomly from the total student body; most were selected at random from sequence lists within courses of specific research interest. A related effort of three joint surveys involved students sitting for the state-mandated College Level Academic Skills Test (CLAST) examination in September 1984.

First class mail was used to distribute the remaining 36 surveys (32%). Ten of these were addressed to occupants of single-family residences, randomly selected from ZIP Code lists. Twenty-six others utilized first class mail but were addressed to selected groups or individuals, such as representatives of local businesses or other educational institutions, past participants in target programs, or members of College advisory committees.

In Table 1, general correspondence may be noted among numbers of surveys conducted by the three collegewide reform committees and their subcommittees,

as well as in numbers and distribution of the five principal target groups involved in their surveys. Each collegewide committee conducted eleven surveys dealing comprehensively with overall committee concerns. Surveys listed for their subcommittees, which were separate sections of shared instruments in roughly half the cases, were confined to questions contributed by subcommittees. Instruments designed for administration to multiple target groups--such as administrators, faculty, and staff--account for the total of 142 target groups in Table 1, for the 114 surveys.

Among College groups, highest concentration was on faculty, included as targets in 36 instances (25%). This was closely followed by the 32 uses of student groups (23%); then by staff and administrators, with 17 instances (12%) each. Distribution and frequency of target group utilization in the collegewide and campus studies were roughly similar, though with greater concentration (26%) on faculty groups by the former, and on student groups (29%) by the latter. Focus on staff and administrators was substantially lower in both cases.

At the conclusion of survey operations, efforts were made to ensure that no College personnel who desired to participate had been omitted due to random sampling. A collegewide memorandum advised how supplementary forms could be requested. Ninety-seven persons requested 349 forms from ten surveys, of which 131 (38%) were completed and returned. The largest number, 111 (32%), related to academic policies and curriculum reforms. Responses from this atypical group were segregated and are identified whenever used in study reports.

Survey Responses

The study's 114 surveys entailed 46,112 administrations of sets of questions to the target groups. The majority, 37,684 (82%), were in surveys

conducted by the collegewide committees. Of these, 16,061 (43%) were administered by the Student Information and Performance Standards Committee; 11,185 (30%) by the Prescriptive Education Committee; and 10,438 (27%) by the Academic Policies and Curriculum Reforms Committee. The average administered in each survey was 404, with a notably higher average (562) for the collegewide committees than for the campus study groups (179).

The total of usable returns from all surveys was 20,371, an average of 179, or slightly over 44%. The rate was slightly higher, but more variable, among the smaller group of campus surveys.

In all, response items on all survey forms returned totalled 589,803. Due to care in initial development and pilot testing of instruments, returns on which responses were omitted or unusable were greatly reduced. Answers to fill-in items were counted only as single responses, though they frequently included extended narratives. Allowance for all such factors results in a conservative estimate of approximately a half-million discrete information bits netted by all surveys and utilized in data analysis, frequently by multiple research groups.

Since attempt was made to confine data collection to that required to answer the committees' research questions, efforts were made to fully exploit all information received. The task was made more manageable by helpful strategies incorporated in processing programs by the Office of Institutional Research and by the College's data processing components. These resulted in cross-tabulated computer printouts allowing convenient review of results and readily exposing significant patterns and relationships.

However, despite efficient processing techniques, and the diligence of committees in deriving salient findings from all data collected, the great

range and volume of information collected permits substantial use beyond that made by the study groups. Many other useful measurements and analyses can be performed on this body of data, which has been preserved for future research and publications.

Joint SSCC Surveys

The objectives, characteristics, and results of surveys conducted by the study's individual evaluation committees are discussed in later volumes. However, the structure and use of nine surveys of community groups, and one of College administrators and staff, conducted by the Self-Study Coordination Committee on behalf of all study groups, are described here. Questions in this group of surveys were mainly adapted from contributions from the collegewide committees, and responses are analyzed in their respective reports. All forms and response printouts are contained in the reference files.

Staff and Administrators. A 45-item questionnaire, with 40 multiple-choice items and five for extended fill-in, was administered to the indicated target groups in August 1984. Items included 11 pertinent to prescriptive education, 12 on academic policies and curriculum, 12 on student information and performance standards, and nine of general interest.

A total of 737 questionnaires were distributed. These went to all administrators (203, 28%), all professional staff (223, 30%), and approximately a one-third random sample of the College's classified staff (311, 42%) available at the time of survey administration. Distribution was in proportion to representation of these groups at each campus: 210 (28%) at North Campus; 320 (43%) at South Campus; 153 (21%) at the Wolfson Campus; and 54 (8%) at the Medical Center. The larger South Campus figure included District components.

A total of 293 returns (40%) were received by early September. These included 113 (39%) from administrators, 87 (29%) from professional staff, and 93 (32%) from classified staff. By campus, returns were 75 (26%) from North Campus, 130 (44%) South Campus, 58 (20%) Wolfson Campus, and 30 (10%) from the Medical Center. Campus return rates were 36%, 41%, 38%, and 56%, respectively.

General Public. The first of nine SSCC joint community surveys was targeted at the general public of Dade County. Three thousand questionnaires, with 27 response choices and several fill-ins, were mailed in late August and early September to single-family residences, in all ZIP Code areas of the county, on a random proportionate basis. The 239 usable returns represented a return rate of approximately 9%. Questions in this and all remaining SSCC community surveys emphasized the research interests of the collegewide evaluation committees, but yielded results pertinent to the campus studies as well.

Political Group. A lengthier form of similar content was utilized as the standard instrument in seven other SSCC community surveys. The first use of this form was for the study's political target group. Sixty-two forms were mailed to all members of the Dade County State Legislative Delegation, the House and Senate Education Committees of the State Legislature, the State Board of Community Colleges, and to the Commissioner of Education and the Governor of Florida. Seventeen replies (27%) were received by the cutoff date in mid-September.

High School Counselors. The standard community instrument, with a specialized addendum, was mailed in mid-September to 120 Student Guidance Counselors at all Dade County public high schools, a primary source of Miami-Dade students. The addendum included items pertinent to general education

courses, honors programs, and foreign language requirements. Fifty-six responses (47%) were received by mid-October.

CLAST Examinees. Administration of the standard form to 1,215 persons taking the College Level Academic Skills Test (CLAST) at the College in late September included an addendum on academic policies, the North Campus Honors Program, and issues of general concern. Since approximately 41% of examinees (445) were recent Miami-Dade graduates, most with Associate in Arts degrees, their responses afforded particular insight into their experiences with the reforms. A total of 1,075 completed questionnaires (88%) were returned by this group, including extensive narrative material.

Recent Graduates. The major survey aimed at Miami-Dade alumni employed the standard SSCC community form with a thirteen-item addendum. The latter elicited extended narrative evaluations of the respondents' experiences as students with nine aspects of the Miami-Dade reforms. Other items allowed correlation with respondents' educational or occupational status.

A total of 1,939 forms were mailed to graduates, in four groups of approximately equal size, from the Fall and Winter Terms of 1982 and 1983. Numbers were proportionate to Associate in Arts (A.A.) and Associate in Science (A.S.) degrees awarded by the College, at each campus, in those terms.

The 207 returns received by the cutoff date in early November represented approximately 11% of mailings. The 171 from A.A. graduates were 9% of the total sent and slightly less than 83% of returns. The 36 returns from A.S. graduates were less than 2% of those sent, but more than 17% of those returned. Most valuable among the responses was the large volume of evaluative comments.

Local Agencies and Employers. A brief addendum was added to the standard form for use in a sixth joint survey, sent in September to 220 selected

business organizations and employers in position to evaluate the quality of Miami-Dade programs in the light of their experiences with the College's graduates. The 35 responses represented a return of approximately 16%. This effort was supplemented by a survey of 77 other community service organizations, media, civic bodies, ethnic groups, and United Way agencies, using the standard form. The sixteen responses represented a return of 21%.

Occupational Advisors. A final use of the standard community instrument was in surveying members of advisory committees of all of the College's occupational programs. Of 353 forms delivered, 104 (29%) were returned, many with narrative responses pertinent to many study groups.

Educational Consortium. The last of the nine community surveys conducted by the SSCC was addressed to 132 administrators and faculty at eleven schools affiliated with the Southeast Florida Educational Consortium, an educational partnership of public and private postsecondary institutions. A cover letter to chief executive officers at each institution from the Consortium Executive Director, who is also the College's District Director of Admissions and Registration Services, requested completion of the forms by the recipients, their academic and student services deans, three chairpersons, and five faculty. The questionnaire for the survey was adapted from other community forms, and emphasized the interests of the three collegewide reforms committees. Sixty-five surveys mailed in early September 1984 were returned by mid-October, a return of 49%, again with valuable narrative observations.

FINAL REPORTING

Mid-August 1984 was set as the deadline for submission of outlines for the study's twenty-six reports. These were reviewed by the SSCC, with critiques conveyed to committees by the General Editor together with additional writing guidelines.

Initial drafts were reviewed in editorial conferences during October and November. The meetings stressed the necessary cohesion of reports as elements of multi-study volumes and holistic assessments of the College's reforms, support systems, and special campus programs.

A report on these developments was provided for the District Board of Trustees in early November. In late November, representatives of all study components met with President McCabe to report preliminary conclusions being developed by the study. Overall, these revealed positive impact of the reforms and confirmation of their effectiveness in meeting the challenges they address. The President emphasized that all weaknesses identified by the study should be included in reports, with practical recommendations for their solution, but that positive findings should also be stressed to indicate areas to be maintained and reinforced. The general directions of self-study findings were also briefly communicated to SACS representatives by Miami-Dade personnel at the SACS Annual Meeting in December 1984.

Early December was established as the deadline for completion of drafts for initial administration review. Tabulations of all research results were provided for administration reviewers to enable them to highlight findings which they recommended for particular attention.

The administration's initial review panel consisted of the then District Vice President for Education and the District Deans for Academic Affairs and

Institutional Research, who received drafts of the majority of the study's reports by mid-December. Revisions recommended by the panel were undertaken between January and March 1985 by the reporting committees, the General Editor, the Director, and members of the SSCC. These were subsequently reviewed by the panel and others designated by the administration, including Dr. Thomas Carroll, of the District Office of Academic Affairs, and Dr. Piedad Robertson, appointed District Vice President for Education in January 1985 and assigned responsibility on behalf of the administration for the final phase of the study.

The integrated eight-volume manuscript was readied for reproduction in March, permitting distribution to the SACS Visiting Committee in advance of the evaluation visit of May 19-22, 1985.

III. RECOMMENDATIONS AND PROJECTIONS OF THE MIAMI-DADE 1984 INSTITUTIONAL SELF-STUDY

The following section presents the major recommendations developed by each of the 26 evaluative investigations of the College's educational reforms, academic support systems, and special campus studies comprising the Miami-Dade 1984 Institutional Self-Study. The recommendations are arranged under the self-study committees and subcommittees which developed them, in sequence corresponding with their fuller treatments in the seven remaining volumes of the self-study's final report.

Each set of recommendations is introduced by a summary of the area concerned, the scope and goals of investigation, the research approaches involved, and the principal findings, conclusions, and study implications of that area. As appropriate, each recommendation or group of recommendations is accompanied by a narrative amplifying what the recommendations seek to accomplish and why. Each is also followed by a time-phased projection indicating how the College, campus, or the program concerned proposes to implement the recommendations.

Since the present summary volume is intended for broader distribution than those remaining, attempt has here been made to adhere to the general form and content of the original presentations contained in the later volumes from which this section has been adopted. However, in areas of special interest, readers are urged to refer to the complete reports for more comprehensive and authoritative discussions of the methods, findings, and conclusions on which these recommendations are based.

RECOMMENDATIONS OF THE
PRESCRIPTIVE EDUCATION STUDIES

Introduction

The goal of increasing access to higher education for all types of students has challenged community colleges to deal effectively with substantial differences in student preparedness. To meet this challenge, Miami-Dade Community College reformed its educational program and student support systems, including reinstating entry-level testing and requiring developmental and English as a second language (ESL) coursework for students needing college-preparatory instruction. Recent state legislative initiatives regarding entry-level testing, compensatory instruction, and certification of exiting skills have confirmed the College's foresight in implementing these reforms.

For purposes of the 1984 Institutional Self-Study, a committee composed of twenty-one College faculty and staff was established to evaluate the effectiveness of the College's prescriptive education programs. Members of the Prescriptive Education Committee were assigned either to its Testing and Placement or Developmental/ESL Subcommittee, with the latter further divided into three study groups addressing developmental reading and writing, developmental computation, and ESL instruction. Nine evaluation goals were developed and investigated by these groups. Data-gathering strategies included review of the extensive collection of reports prepared by the Office of Institutional Research and collation of responses from four survey questionnaires constructed, administered, and analyzed by the Prescriptive Education Committee.

Results indicated broad support for the prescriptive education reforms instituted by the College. These programs were viewed by students, faculty, administrators, and various community groups as effective and as serving significant needs. Although community groups felt that students should have necessary skills before enrolling, they also overwhelmingly supported college-preparatory instruction. This was interpreted as implying that improvement in postsecondary education was needed without necessarily closing the door to a significant number of students. The overall conclusion from existing empirical studies indicated that Miami-Dade has been successful in serving many students who would not have had the opportunity to pursue a college education without the College's open access philosophy.

Based on review of its extensive findings gathered from various sources and analyzed in Volume II, the Prescriptive Education Committee and its subcommittees developed the following recommendations in its three principal areas of investigation.

Testing and Placement Study Recommendations

Recommendation 1: The College should communicate more effectively to its varied constituencies its educational mission and the important role played by an open door admissions policy in that mission.

In the Testing and Placement Subcommittee's survey research on this topic, a substantial majority of students, community respondents, and almost half of the faculty favored requiring students to pass a test of basic skills prior to enrollment. However, these groups also overwhelmingly supported developmental and ESL courses which would serve students excluded by such a policy.

Inconsistency with other data indicated that the real impact of a selective admission policy was not fully considered. Additionally, there was less than unanimous support for the open door policy when the question was posed directly to College personnel and various community groups. Efforts need to be directed towards better informing all concerned parties--students, the community, and Miami-Dade employees--regarding the need to maintain the College's open door policy and the role of entry-level placement therein.

There is thus a need to mount a campaign to remind the various groups served by Miami-Dade of the mission and philosophy of the community college. For example, the College may wish to send representatives to local high school PTA meetings to explain what Miami-Dade is doing in the community and how it attempts to work with students entering with a diverse range of academic skills. This approach would not only serve as a recruiting device but would enhance the College's image in the community. In addition, the College's Public Affairs Office can provide relevant periodic information to local media highlighting the success of students who would be denied opportunity for a college education if it were not for the open door policy. College personnel should also take every opportunity to discuss this issue when attending local and state committee meetings, and when addressing community groups. This project requires the immediate attention of marketing and recruitment personnel at the College to develop a plan with specific strategies for implementation. Such efforts will begin immediately.

Recommendation 2: A systematic effort should be undertaken to familiarize all relevant populations of Miami-Dade with the College's current placement policy and the tools it utilizes.

Self-Study survey results in this area indicated that a significant proportion of the Miami-Dade faculty were unfamiliar not only with the instruments and procedures involved in student placement at the College, but also with their effectiveness as predictors. Related results indicated that students felt that there was no relationship between test scores and classroom performance. Parts of the explanation may lie with faculty reservations regarding the placement process and that almost half of the students indicated that their test scores and the role played by these scores in course selection were not fully explained to them by advisors.

To implement this recommendation, workshops will be offered to faculty and staff to familiarize them with current testing policies and procedures. These will include description and content of the tests being used and the conditions of their administration. The workshops will also present data, in lay terms, regarding the effectiveness of the tests as predictors. Faculty and staff should also be given opportunity to take the tests and experience the process first hand. However, for such workshops to have the desired effect, faculty must be receptive to such an effort. Such workshops would begin with the Fall Term of 1985.

Advisors should also give more thorough interpretation and explanation of test scores to students, and should be provided with experience tables to indicate the probability of success at each score level and how that probability may increase after appropriate intervention. In this way, students can more easily appreciate the potential benefits of placement testing. This should also require a more individualized approach to the advisement of students than the quasi-assembly line process now characteristic of peak registration periods.

Students presently receive a document with their notification of admission detailing certain testing policies, describing the tests, and including sample questions for each section. While this practice should continue, the College will also provide pre-registration sessions to serve the dual purpose of providing information on the testing process and serving as a general orientation to Miami-Dade. It is recommended, however, that attendance at such sessions be voluntary. These pre-registration sessions will also begin on a pilot basis with the 1985 Fall Term.

Recommendation 3: Placement policies should be fully standardized and applied consistently and uniformly across all campuses.

In responding to the study's surveys, faculty overwhelmingly supported uniform placement policies at Miami-Dade. However, less than one-fourth felt that they are uniform at present. Scores for placement of students into specific developmental levels have not been empirically validated. This may have contributed to the perception by some faculty that the placement process is less effective than it actually is. Campus differences in placement within developmental courses further complicate the issue, and differences in the placement process in ESL are still greater. Placement scores differ across campuses and have never been empirically validated.

To implement this recommendation, the College should work toward extending policy to provide for uniform placement of students in the ESL program and within the developmental reading, writing, and mathematics curriculum. The College should also evaluate and give consideration to establishing a formal re-testing policy on the placement test. The College Research and Testing

Committee began examination of existing policy in the 1984 Fall Term. Final recommendations will be published in the June 1986 placement criteria document.

To further implement this effort, a committee consisting of administrative, research, and academic personnel should be appointed to design and carry out a study to determine the validity of the current process for placing ESL students. The study should include the effectiveness of the Test of English as a Foreign Language (TOEFL), the English Placement Test (EPT), and possibly a holistically-scored writing sample. This committee should be appointed by the start of the 1985 Fall Term. A design for the study and details for administration should be completed by the end of that term. Data should be collected during the following academic year. A validity report and recommendations for placement policy should be completed by September 1987.

The College should also conduct a comprehensive, systematic, and definitive investigation to determine empirically: 1) what role, if any, a writing sample should play in the placement process; 2) the need for further increasing course requirements in reading for students with deficiencies in this area; and 3) the optimal placement scores for specific curriculum levels in developmental reading, writing, and computation. A collegewide committee of research personnel with representatives from humanities, social science, developmental studies, and ESL departments should be appointed to design a long-term research project.

The timetable projected for this committee is as follows:

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|--|--------------|
| • Committee Appointed | January 1986 |
| • Design Complete and Funding Appropriated | June 1986 |
| • Begin Placement Testing | August 1986 |
| • End Placement Testing | January 1987 |

- | | |
|-----------------------------|-----------|
| o Collect Follow-Up Data | June 1989 |
| o Research Report Completed | June 1990 |

Developmental Program Study Recommendations

Recommendation 1: The College should conduct a comprehensive research program addressing the effectiveness of all developmental areas.

A review of relevant literature by the investigating subcommittee revealed a lack of empirical studies, both nationally and locally, with regard to determining the effectiveness of the extensive interventions used by the College to remediate underprepared students. The need for such a comprehensive study has been formally recognized and recommended by the Collegewide Research and Testing Committee since 1980. A rigorous program evaluation effort addressing the effectiveness of developmental offerings would also be consistent with the fact that the College receives public funds and that the expenditure of such funds should be consistent with proven pedagogical strategies.

The recommended research program should include both cohort or longitudinal and cross-sectional designs. The strategy used to collect longitudinal data should follow the guidelines suggested by the Collegewide Research and Testing Committee in May 1982 (Losak, 1982). This design called for random selection and placement of a sample of first-time-in-college students into regular and developmental classes. Performance of the sample would be followed on a longitudinal basis and conclusions made with regard to whether students requiring and receiving developmental instruction perform more successfully than those students requiring but not receiving such instruction.

A collegewide committee composed of developmental faculty and members from the collegewide Research and Testing Committee should be established to design, conduct, and report the findings of the recommended study. Issues of particular relevance include: 1) political sensitivities resulting from such a design; 2) coordination at the state level regarding possible restrictions related to the statewide common entry-level testing program; and 3) determination of whether additional personnel and/or funding are required to conduct the study and the research program in general.

The following suggests a timetable for conducting the longitudinal portion of the recommended research program:

- | | |
|---|-----------------------------|
| • Committee Appointed | September 1985 |
| • Design Complete | December 1985 |
| • Design Implemented on 85-2 Cohort and Follow-Up on Criterion Measures | January 1986 - January 1989 |
| • Data Analyzed and Interpreted | January 1989 - March 1989 |
| • Report Distributed | September 1989 |

Additional areas in this research program, generating findings within three years, will include:

- Determination of individual differences and personal characteristics (e.g., attitudinal, motivational, personality, demographic, and in learning style) among underprepared students who progress to graduation versus those who do not.
- Determination of success rates of students exiting from developmental into college-level courses, including immediate entry to the

communication sequence, mathematics courses, and general education core courses.

- Determination of the minimal entry-level skills required in reading, writing, and computation for which a student can be remediated within a total of three academic terms and be expected to have reasonable probability of passing the College Level Academic Skills Test (CLAST) and graduating from the College. Here a key question is what are the minimal entry-level skills that a student can have and still be successful at Miami-Dade.
- Determination of whether the proportion of graduating students has changed since passing scores have been set on the CLAST. Here it is important to ascertain the impact of standardized exit criteria on students who participated in developmental instruction.

The individual studies included in this recommended research program should be the combined responsibility of the collegewide Research and Testing Committee, the Academic Affairs Committee, and the College Preparatory Task Force. Additional College personnel and/or monies may be required to conduct the research program. All studies included in the program, except for the three-year cohort analysis, should be completed, and results distributed throughout the College, by September 1988. A summary of the findings from all studies included in the research program will be prepared by January 1989.

Recommendation 2: The College should continue its efforts to establish, refine, and standardize diagnostic assessment and reassignment strategies for all developmental areas.

In the self-study investigations on which this recommendation is based, an overwhelming majority (86%) of the developmental staff surveyed reported that some form of additional testing was used. Approximately 90% also indicated that the additional assessment was effective in refining placement. In general, one-quarter of the students entering the various developmental areas are reassigned, typically after placement during the first week of the term.

In implementing this recommendation, four questions concerning diagnostic assessment and reassignment within the areas of developmental instruction require further investigation, since they were not fully answered by the present study. These questions include: 1) What assessment instruments are used for diagnostic testing at the various campuses? 2) What specific measurement criteria are used to determine course or level reassignment? 3) How effective are the reassignment procedures and the instruments currently used for diagnostic testing? and 4) Should the diagnostic assessment instruments and measurement criteria used for reassignment be standardized collegewide?

These questions will be addressed by the existing collegewide committees responsible for decisions relevant to developmental instruction (viz., the College Preparatory Task Force and the collegewide Academic Affairs Committee). The collegewide Research and Testing Committee should work together with these groups in developing research strategies to answer the above questions. These issues should be resolved and all College personnel informed of the decisions of these groups by September 1988.

Recommendation 3: The College should continue its efforts to establish, refine, and standardize criteria for students exiting from the various areas of developmental instruction.

Need for continued emphasis on establishing and refining exit criteria for students completing developmental coursework was suggested from a variety of the self-study's sources. Transcript analyses of students failing two or more CLAST subtests indicated that grades in communications and mathematics were somewhat higher than expected from the students' performances on the CLAST. This study called for establishing minimal competencies commensurate with a grade of C. Additionally, the general faculty surveyed by the Prescriptive Education Committee reported that at least 20% of their students entered class with deficient academic skills and, therefore, had progressed to higher levels of instruction despite continued academic deficiencies. Over three-quarters of the developmental staff surveyed also reported that some form of exit testing was used in their area. However, no determination concerning the effectiveness of such testing was made during the study. It should also be noted that the issue of establishing exit criteria from college-preparatory courses is a high priority at the state level.

The same questions mentioned previously with regard to diagnostic testing and reassignment are relevant to the continuing study of exit criteria, applied to students completing developmental instruction. These should also be addressed and resolved by the College Preparatory Task Force, the Academic Affairs Committee, and the Research and Testing Committee.

These questions include: 1) What assessment instruments are used for purposes of exit testing at the various campuses? 2) What specific measurement criteria are used to define satisfactory exit skills? 3) What is the

reliability and validity of the exit tests used? 4) Should the exit tests and criteria be standardized collegewide within academic departments and reflect the competencies corresponding to those required by the next step in college-level instruction?

Additional areas requiring study include operational definitions for S, P, and U grades, and what proportion of students receiving P and U grades succeed after re-enrollment. These questions will be addressed in a manner and timeframe similar to those previously discussed.

Recommendation 4: The College should provide support and coordination through established committee structures to address the numerous unanswered questions and suggestions made in this area of the self-study by the Prescriptive Education Committee.

In addition to questions earlier noted, a number of others remained unanswered at the completion of the committee's study. Additionally, numerous suggestions were made by committee members to improve the developmental programs at Miami-Dade. These suggestions were primarily based upon the professional experience and judgment of committee members, rather than empirical or attitudinal research findings. Further study of such suggestions is therefore needed before they become binding recommendations.

The following are among the questions requiring further consideration by staff and administrators involved with developmental and college-level instruction:

- What college-level courses should underprepared students be allowed to enroll in concurrently while participating in developmental instruction?
- Should students be "locked out" of any college-level courses while enrolled in developmental instruction and, if so, from which courses should they be restricted?
- Should a combination of reading and writing scores be used to place students into communication and general education courses?
- How effective is the advisement process for students entering and exiting the developmental program?
- Should the use of audio-visual materials be increased in developmental courses?
- How effective are the present study skills courses, and should developmental students be required to enroll in such courses?
- Are disabled students presently receiving the degree of support required to successfully complete developmental instruction?

The following are further suggestions by the Prescriptive Education Committee for consideration and adoption by the College as future plans for action in this area:

- The College should consider developing and implementing a comprehensive orientation program for students enrolled in developmental and ESL courses. This program of "college survival skills" should be composed of instruction in a variety of areas including study skills.

- An on-going, in-service training program should be required of all full- and part-time faculty involved with developmental instruction at the College. Training should emphasize the upgrading of skills relevant to advances made within the field as well as other skills necessary to meet the needs of the diverse population served.
- The College should consider assigning a "counseling specialist" to each developmental program to assist in academic prescription and diagnosis, and to provide counseling services to students with emotional or stress-related difficulties.
- The College should examine existing faculty evaluation procedures as applied to the developmental program, and give consideration to mandatory classroom visitation by supervisors of both full- and part-time faculty. Students should also be given opportunity to evaluate developmental instruction on a regular basis. Such evaluation should be standardized collegewide but allow for individual differences across campuses and academic departments.
- Findings from research projects initiated by the College concerning topics relevant to the developmental program should be more widely disseminated and explained in detail to developmental faculty. Areas of research identified by the Prescriptive Education Committee as particularly relevant included retention and attrition studies, and placement and follow-up analyses of graduates with regard to opinions of employers who have hired Miami-Dade graduates.

In implementing the above recommendation, questions requiring additional empirical research and suggestions for future consideration will be discussed among the members of the College Preparatory Task Force, the Academic Affairs

Committee, and the collegewide Research and Testing Committee. These bodies will determine future actions required by the College, relevant to the identified areas, by September 1987.

ESL Program Study Recommendations

Recommendation 1: The College should conduct a comprehensive study of the effectiveness of the ESL program.

The empirical research presently available on the effectiveness of the ESL program is very limited. There are no data on a number of variables such as attrition and graduation rates for ESL students, nor on their performance in college-level courses. ESL students are not only a substantial proportion of the College's enrollment but represent a primary source of students for regular college-level courses. Therefore, maximizing their progress and performance will have wide implications.

The recommended study should define an ESL student and address the following preliminary questions raised by the Prescriptive Education Committee:

- o What are the attrition rates in ESL courses and how do they compare with other areas?
- o What proportion of students successfully complete the recommended curriculum at each ESL level?
- o How do exiting ESL students perform on the various sections of the entry-level placement test--i.e., the Florida Multiple Assessment Program and Services (MAPS) test?
- o What is the graduation rate for students in ESL and how does this compare with other academic areas?

- How do ESL students perform in English composition, general education, and other college-level courses?
- How do students, exempt from ESL based on EPT or TOEFL scores, perform on the entry-level placement test and in college-level courses?

Data on these issues should be analyzed by campus and by other variables, such as native language, GPA in ESL courses, ESL credits earned, entering English-language skills, and whether the student participated in an immersion-type ESL curriculum. Data analysis should be completed by January 1988.

A collegewide ESL Coordinating Committee should be established during the Fall Term of 1985 to work in conjunction with research staff in compiling the necessary data. This committee should also be involved in the implementation of other recommendations affecting the ESL program (e.g., common exit tests). This committee should have support from the various ESL departments as well as from representatives of the general faculty.

Recommendation 2: The College should establish a system to identify students interested in and capable of pursuing an academic ESL program.

Until the last few terms, the credit ESL program did not differentiate between those students interested in completing a College degree and those wishing to acquire English sufficient for everyday living, employment, or other non-academic goals. The lower performance of ESL students on various outcome measures may be partially related to the inclusion of these latter students who in many cases have low literacy in their native languages and low educational

levels. These latter students would have a more formidable task, possibly requiring different teaching techniques and a longer period of instruction, if they wished to pursue an academic program.

To implement this recommendation, the ESL Coordinating Committee, to be established in the 1985 Fall Term, should, with support from the testing and research area, take leadership in establishing preliminary criteria for identifying the two foregoing populations. Some data may be already available, however, since the Wolfson Campus has been screening students for this purpose.

At the Wolfson Campus Language Institute, student intentions and interests, combined with EPT scores, are utilized in the screening process. Students scoring in the 0-20 range are strongly encouraged to enroll in the non-academic ESL track. In the Wolfson Campus Division of Bilingual Studies, student declaration and previous educational background are the primary criteria for academic versus non-academic assignment. These two models may provide a starting point for designing a collegewide screening system.

The ESL Coordinating Committee should also consider more objective criteria in screening students. This should include assessment of academic competency in the native language. Obviously, because of the diverse nature of ESL students, this may present an insurmountable logistical problem, given the numerous languages which would need to be considered. Nevertheless, effort should be made to develop a more objective indication of academic potential.

Following establishment of the ESL Coordinating Committee, preliminary recommendations should be provided by the Winter Term of 1986. This would allow at least a pilot study on how students, placed with use of the new placement guidelines, fared on variables such as attrition, success rate, and

GPA during the following terms. Using these data, final recommendations should be made by Fall Term of 1986.

Recommendation 3: There should be collegewide exit tests from each level of ESL instruction.

Although most ESL departments already use some type of exit test, they vary from locally-developed instruments to alternate forms of the English Placement Test (EPT). Data on their effectiveness in measuring competencies achieved as well as in predicting performance at the next level of instruction have not been systematically compiled or analyzed. Such exit tests should be consistent with anticipated state rules which will require that institutions certify that students exiting certain programs, such as ESL, have acquired the necessary skills to function at the next level.

In implementing this recommendation, the variety of exit tests used may provide comparative data on their effectiveness. Utilizing a methodologically sound system, student performance on each instrument, as well as performance at the next level, should be compared to determine the most effective exit test. Random assignment may be used to test students in various courses and at various levels of instruction. While it would be logistically desirable for one instrument to be utilized at all levels, it is conceivable that different instruments will be required for a final exit test from the ESL program. The recommended ESL Coordinating Committee should consider using the Comparative Guidance and Placement (CGP) instrument, which is sufficiently similar in content to the MAPS to serve this purpose.

Recommendation 4: The College should set collegewide guidelines for the use of assessment instruments used to refine ESL placement.

Implementation of an empirically validated ESL placement program may significantly reduce the number of incorrectly placed students, thereby reducing need for reassessment in the classroom. However, such reassessment would still be valuable not only to improve student placement but to verify that students have the prerequisite skills to achieve the competencies for the courses enrolled in. Although an overwhelming majority of faculty feel that these instruments are effective, empirical data may indicate that one instrument outperforms others.

Under the jurisdiction of the recommended ESL Coordinating Committee, more accurate and detailed information will be acquired on the instruments used for reassessment. This should be accomplished by a survey of appropriate faculty. This committee should also establish a tracking system to indicate reassignments recommended versus those actually taking place, and to monitor performance of these students as well as the track record of each instrument utilized. This monitoring system should be operational by the Winter Term of 1987.

RECOMMENDATIONS OF THE
ACADEMIC POLICIES AND CURRICULUM REFORM STUDIES

Introduction

The three interrelated self-study reports which comprise Volume III of the Miami-Dade 1984 Institutional Self-Study evaluate the College's general education core courses, distribution and elective courses, and student flow. These reports were produced by the three subcommittees of the collegewide Academic Policies and Curriculum Reform Committee.

Since its 1974 self-study, Miami-Dade Community College has reviewed and revised requirements and offerings in three main areas: (1) entry assessment and basic skills training, (2) general education, and (3) computer-based academic support systems. The General Education Program involves the College's institutionally defined Goals of General Education, implemented in five core courses, distribution courses, and elective courses. Developmental and English as a second language programs, and computerized support systems, interface with the General Education Program to facilitate the orderly movement of students--"student flow"--through the educational system. Thus, in its broadest sense, student flow includes recruitment, entry assessment and placement, determination of readiness for general education courses, monitoring of progress toward degree objectives, facilitation of exit from the College, and assistance of student transfer to upper-level institutions, entry to the business world, or other activities.

The Miami-Dade General Education Program and the student flow model are products of nine years of academic involvement in planning, development, and implementation in response to observations and recommendations concerning

general education developed by the Miami-Dade 1974 Institutional Self-Study. A paramount purpose of the 1984 self-study, in turn, has been to evaluate this new General Education Program and consequent student flow through the educational system, to help the College improve its educational effectiveness.

Each of the three subcommittees of the Academic Policies and Curriculum Reform Committee--Core Courses, Distribution and Elective Courses, and Student Flow--outlined and pursued its study goals with relative independence. However, shared methods and processes included the following:

- Each committee had access to two preliminary open-ended surveys on issues of concern conducted by the Self-Study Coordination Committee (SSCC). One survey was directed to faculty, administrators, and classified staff; the other to students.
- Each subcommittee was supplied with, directed toward, and given access to, internally produced documents, data, and other educational literature appropriate to its charge.
- Each subcommittee was staffed with personnel with expressed interest in, and wide experience with, the General Education Program and its evolution at Miami-Dade.
- Each subcommittee had a contact person in the Office of Institutional Research to assist in acquisition of data and the formulation of new data-gathering instruments.
- Each subcommittee had access to data from eight community surveys administered by the SSCC and described in Volume I.
- Each subcommittee used data from original surveys which it constructed.
- Each subcommittee formulated issues for investigation, study goals, and questions. Each chose research methods and processes after extensive meetings and informal discussions with faculty and administrators.
- Each subcommittee's work was thoroughly reviewed by the study editor, the study director, and appropriate College administrators.

Core Courses

The core courses study reported in Volume III presents results of an evaluative investigation primarily devoted to measuring the attitudes of

Miami-Dade staff and administrators, faculty, students, and representatives from the community toward the institutionally defined general education goals, the five required core courses of the College's current General Education Program, and the educational directions taken by the College toward more directive control over the general education curriculum and increased emphasis on quality education. The study also assessed the extent to which staff and administrators, faculty, and students were familiar with the College's competency-based education model, on which the core courses are based, and with the College's entire systems approach to education. The competency-based education model includes the institutional goals, translated into core course goals and objectives and implemented through various teaching strategies, materials, and resources. The systems approach to general education currently used by the College includes both developmental and English as a second language (ESL) programs and computer systems support. Further, the study described the extent to which the new General Education Program has addressed the observations and recommendations concerning general education made by the Miami-Dade 1974 Institutional Self-Study.

The Core Courses Subcommittee included campus faculty and staff with extensive experience in general education, supported by College administrators and resource persons from appropriate areas. Investigatory data sources included responses by faculty and students to a preliminary survey, informal dialog with colleagues, and questions generated from review and analysis of pertinent planning documents, previous study reports, and educational articles. Primary data sources included three major surveys, using single-alternative responses, checklists, and simple and open-ended fill-in items. Valid responses were received from 515 students, 60 core course instructors, and 112

general faculty and administrators. Pertinent results from other surveys of College staff and administrators, 207 recent Miami-Dade graduates, 1,075 College Level Academic Skills Test (CLAST) examinees, and 474 representatives from selected community groups were also utilized. A large number of comparisons were made across the data base and among subgroups.

The study's findings indicated strong approval for the five required general education core courses in their current forms, strong support for both the College's competency-based education model and the systems approach to general education, and wide approval for the educational directions that the College has taken toward more directive control over the general education curriculum and greater emphasis on quality education. The study also points out how the General Education Program has addressed relevant recommendations of the 1974 self-study by (1) making the rationale of general education more understandable to students; (2) creating core courses which are more relevant, integrative, and interdisciplinary than those investigated in 1974; and (3) involving faculty and students in a nine-year general education reform process.

To maintain and further develop a coherent General Education Program at the College, responsive and accountable to students, faculty, staff, administrators, and the community, a number of specific areas for review, evaluation, and possible action were identified. The study's principal recommendations address (1) increasing the awareness, on the part of appropriate populations, of pertinent information, programs and systems; (2) reviewing, evaluating, and possibly revising core course objectives and General Education Program requirements; and (3) increasing the extent of directive control over the general education curriculum, thereby emphasizing, and hopefully continuing to improve, the quality of general education at Miami-Dade.

Core Courses Study Recommendations

Recommendation 1. The College should investigate the observation by core course instructors that a substantial number of core course students do not understand the core course objectives.

The Office of Institutional Research will conduct this investigation during the 1985 Fall Term and make its findings available to appropriate personnel at the beginning of the 1986 Winter Term.

Recommendation 2. The College should evaluate the significance of the lowest-ranked statements, based on the Goals of General Education, on the subcommittee's survey questionnaires--those of using leisure time well and becoming registered voters--and of the low impact accorded core courses in changing behavior--specifically, registering to vote, working for political objectives, and participating in groups other than social clubs.

The Office of Institutional Research will design and conduct a study, possibly longitudinal, to assess the significance of these findings.

Recommendation 3. The College should determine the reading and writing competencies needed for success in each core course.

The Office of Institutional Research will conduct a study to correlate specific reading and writing competencies with success in each core course.

Recommendation 4. The College should evaluate the impacts on core course students of writing across the curriculum, fulfilling the writing requirements of the "Gordon Rule," and taking a third required composition course.

The Office of Institutional Research will conduct an impact study to address the concerns of faculty about these recent General Education Program requirements.

Recommendation 5. The College should evaluate the impact of the reduction of class size in the Communications core course and the applicability of these findings to other core courses.

The Office of Institutional Research will conduct an impact study to evaluate the possible effects of such reduction and the feasibility of applying the findings to other core courses.

Recommendation 6. The College should conduct a follow-up study of the core courses which emphasizes the quality of the General Education Program.

The core courses study reported in Volume III is primarily attitudinal. To fully evaluate the core courses portion of the General Education Program, the Office of Institutional Research will conduct a study which will more directly address the quality of the General Education Program.

Recommendation 7. A collegewide committee for each core course should be appointed.

The College administration will, at the beginning of the 1986 Winter Term, select, from each campus, one faculty member whose principal duty is the teaching of the respective core course and one associate dean (or his/her designee) in whose division that core course is administratively located, to comprise a collegewide committee for that core course, in order to coordinate

the many related recommendations generated by the core courses study. These five collegewide core course committees will be guided in their tasks by the relevant findings of the 1984 self-study and the Institutional Research studies recommended above. The committees will report their recommendations to the collegewide general education core courses committee, described under Recommendation 14, no later than the end of the 1986 Winter Term, although as many recommendations as possible should be presented before that time.

Recommendation 8. The institutionally defined Goals of General Education should remain substantially the same, but a better rationale for the goals of using leisure time well and becoming registered voters should be provided.

By the end of Winter 1986, the five collegewide core course committees will develop a better rationale for using leisure time well. The Social Environment core course committee will develop a better rationale for the goal of becoming registered voters. Any changes made in the College's general education goals as a result of this recommendation will be reviewed and possibly modified in light of the findings from the longitudinal study described in Recommendation 2.

Recommendation 9. The objectives for each core course should be evaluated, and plans for their modification should be devised. Using data from the Institutional Research study described in Recommendation 1, each collegewide core course committee should rewrite any core course objectives which have proven too difficult for the majority of core course students to readily understand. Objectives should be developed for writing informal research papers. These objectives should then be located in the Communications core course and

other core courses in which instructors are likely to require informal research papers.

The core course committees will evaluate the objectives of each core course and submit plans for modification to appropriate College administrators by the end of Winter 1986. The Communications core course committee will (1) modify the existing English Composition core course objective that students will be competent in presenting information in writing on a given subject, to require that the information will be based on research from at least three sources; (2) add the objective that students will acquire the skills necessary to find these sources (possibly in a library/media research program, preferably devised and administered by campus library personnel with the support of Communications instructors); and (3) specify that these objectives be located in the Communications core course since students are likely to encounter the request for an informal research paper in any class in any term. The Individual in Transition core course committee will investigate the feasibility of assigning a designation other than "psychology" to The Individual in Transition, since that interdisciplinary core course covers many facets other than psychological.

Recommendation 10. A collegewide system for placement in, and exemption from, core courses, with movement to an honors version of the course or an appropriate distribution course, should be established for those for whom the work is repetitious. Otherwise, the core courses should continue to be required for all degree-seeking students.

By the end of Winter 1986, core course committees will devise a system to identify students for whom the contents of core courses are "largely familiar" or "totally repetitious" of information they have already acquired. The committees will also develop placement and exemption criteria and procedures for these students.

Recommendation 11. Wherever lacking, specific and direct remedial assistance should be provided on each campus for each core course.

The collegewide core courses committee will work with appropriate areas beginning in Winter 1986 to develop, implement, and improve remedial assistance.

Recommendation 12. Faculty should make a greater effort to show students (especially in Associate in Science programs) the relevance of the core courses to their educational objectives and their lives.

By the end of Winter 1986, the core course committees will suggest appropriate changes in the course syllabi to strengthen the rationale of general education for students, with special emphasis for the Associate in Science population.

Recommendation 13. Teaching strategies to help core course instructors teach all core course objectives in the twelve- and six-week terms should be explored.

By the end of Winter 1986, the core course committees will, after research and consultation with core course instructors, recommend appropriate

strategies for teaching approximately the same number of course objectives in every term.

Recommendation 14. The College should appoint a collegewide general education core courses committee.

This committee will consist of five faculty members and five administrators (or their designees), chosen at the beginning of the 1986 Winter Term as follows: one faculty member representing each existing core course, whose principal duty is teaching that core course; two associate deans of humanities representing the communications and humanities areas, two associate deans of social science representing the social sciences and the areas covered in The Individual in Transition core courses; and one associate dean of natural sciences. All campuses will be represented among both the faculty and administrative members. This committee will be guided in its tasks by the relevant findings of the 1984 core courses self-study and by results of the Institutional Research studies mentioned above. During the 1986-87 academic year, it will also move to evaluate, coordinate, and expedite plans, recommendations, and suggestions deriving from the work of the individual collegewide core course committees, also described above.

Recommendation 15. The core course requirements should be reviewed and evaluated.

Specific charges of the collegewide general education core courses committee will be to implement Recommendations 16 and 17, which follow.

Recommendation 16. The inclusions of mathematics and "computer literacy" in the required basic core should be considered.

Recommendation 17. Suggestions concerning a designation other than "psychology" for the Individual in Transition core course should be considered.

The College administration will also be guided in its tasks by relevant findings of the core courses 1984 self-study and the Institutional Research studies described above. These tasks will commence no later than the beginning of the 1986 Fall Term. The College administration will consider recommendations of the collegewide general education core courses committee sometime during the four months following their presentations (omitting the Spring and Summer Terms). Following such consideration and conferring, the administration will implement, within four months, those parts of the recommendations of which it approves.

Recommendation 18. All appropriate administrators, staff, and core course instructors should be informed about the College's competency-based general education model (including its articulated goals and the core course goals and objectives, teaching strategies, materials, and resources) and about the College's comprehensive systems approach to general education.

The District administration will move as early as feasible to establish on-going orientation workshops for all appropriate personnel, but especially for new full- and part-time core courses faculty. District will also publicize and explain the on-going evaluation/review/revision process for all core courses to all appropriate faculty, staff, and administrators.

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Recommendation 19. The College administration should continue to place emphases in College planning and programs on improving students' basic skills, making commitments to lifelong learning, setting realistic life goals, and becoming aware of personal strengths. As one specific implementation of this recommendation, the administration should made a greater effort, through publicity and literature, to show students (especially those in Associate in Science programs) the relevance of the core courses to their educational objectives and their lives.

The appropriate District administrators will emphasize, in future plans and programs, those general education goals rated most highly by a wide consensus of faculty, staff and administrators, students, and the community. Appropriate District administrators will also emphasize the relevance of general education to Associate in Science students through appropriate publicity and literature.

Recommendation 20. In further implementation of its general education reforms, the College should continue to move in the educational directions that it has been pursuing--viz., of toward more directive control and quality education.

Consideration of Recommendations 21-24 will increase the quality of general education at the College by increasing the degree of directive control over the general education curriculum.

Recommendation 21. All degree-seeking students should take the Communications core course (or an appropriate reading and/or writing developmental course, or English as a second language) in the first major term of coursework.

Recommendation 22. Those degree-seeking students who lack reading and writing competencies essential for success in core courses (as determined by the study outlined in Recommendation 3) should successfully complete appropriate developmental or English as a second language courses prerequisite to enrollment in core courses.

Recommendation 23. All degree-seeking students should take the five required core courses within their first thirty hours of coursework.

Recommendation 24. The College should continue to implement the writing-across-the-curriculum concept.

By considering Recommendations 21-24, the College administration will further demonstrate its commitment to quality education.

Recommendation 25. The current General Education Program should continue to operate using the present competency-based education model.

The College will modify its present General Education Program only after careful study, evaluation, and consultation.

Recommendation 26. The College administration should formally evaluate the impacts made by the 1984 self-study of the core courses.

Appropriate administrators will evaluate the changes in the core courses made as a result of the 1984 core courses self-study in a collegewide report distributed during the 1990-91 academic year.

Distribution Courses and Electives

The general education distribution courses, the subject of the second study in Volume III, constitute the second level of a three-tiered structure. The five required general education core courses, examined in the preceding study, form the first tier, while free elective courses, the third tier, include all general education courses not included in the first or second.

The study focused primarily on the impact and effectiveness of the distribution courses, in order to accomplish four major study goals: (1) to determine how well distribution courses are meeting the goals set for them; (2) to evaluate how students and faculty view distribution course; (3) to identify what changes, if any, are needed in distribution courses; and (4) to assess the impact of external forces upon the programs. Elective courses were examined primarily where important to the study's main focus on the distribution area.

At present, while distribution courses are extensive, they continue to grow, based on rather intangible criteria. Therefore, it was felt that the 1984 self-study offered a timely opportunity and appropriate vehicle to assess the impact and effectiveness of these courses and to develop recommendations, from objective evaluation data and experience, for future decisions. In addition, the introduction of State Board of Education and state legislative authority into the equation, causing composition and mathematics distribution courses to be required, has significantly altered the education environment in Florida.

The nine participants in the investigating group comprised one of three subcommittees of the collegewide Academic Policies and Curriculum Reform Committee. The subcommittee included two faculty representatives from each of

the four Miami-Dade campuses, and one District resource person. In addition to thorough review of pertinent sections of the College's 1974 self-study final report, the study group designed two surveys, each using checklist and open-ended items. The student survey, administered in the Spring and Fall Terms of 1984 to 1,010 students, generated 760 valid responses, a 76% return, providing the main source of information for findings related to students. The faculty survey, which included returns from one-sixth of the College faculty, provided the basis for faculty findings.

Data obtained in response to questions based on the four foregoing principal study goals indicated widespread satisfaction with the distribution program and its operation among faculty and students. These groups indicated that the goals of the distribution courses were clear and were being met. However, some survey respondents pinpointed areas for possible modification.

Faculty concerns included a desire for improvement in the placement and movement of students in writing areas. Faculty members at the North and South Campuses felt that their views had limited direct impact on the makeup of the distribution courses list. Further, faculty identified a need to determine the impact of new requirements on the ability of departments to offer upper-level electives, and a need to orient faculty who were unaware of the role of the distribution courses in the College's overall General Education Program.

Student survey returns displayed unexpected uniformity across all campuses. Most students reported that they chose distribution courses because these courses were required for their majors, and consequently did not favor deleting any courses. While many students did indicate some desire for expansion of the current offerings, they did not agree on particular choices. The students were almost evenly divided regarding the need to take a core

course before an appropriate distribution course. When asked to address each area specifically, however, they expressed overwhelming support for sequencing of mathematics and composition, and strong support for sequencing in the humanities, the social sciences, and the natural sciences. Apart from even students, most respondents indicated no desire to go to another campus to take a distribution course.

An area of concern for some students was humanities. These students found it difficult to perceive a logical relationship between the Humanities core course and corresponding distribution offerings. A small minority vehemently opposed being required to take any humanities courses.

To help ensure continued student and faculty satisfaction with the distribution portion of the General Education Program, a number of specific areas for improvement were identified. These principally related to fine-tuning specific parts of the system rather than instituting major changes.

The study recommended determining the causes of student confusion regarding the role of the Humanities core course, and of humanities in general, and devising ways to make the humanities more relevant to students. It also concluded that means beyond the current credit-by-examination procedure should be devised to permit students who demonstrate proficiency in writing skills to start at a higher level in composition. A related recommendation encourages the College to allow students with demonstrated superior writing abilities to substitute literature for required composition courses, thereby strengthening the place of literature in the general education curriculum.

Other significant matters which the study's findings indicated should be pursued included discovering whether faculty at the North and South Campuses desire more influence over the selection of future distribution courses;

ensuring an adequate variety of distribution evening classes at the Wolfson and Medical Center Campuses; providing faculty with increased information about the role of distribution courses in the overall General Education Program; and having the views of all faculty represented in significant future changes in the distribution area of the General Education Program.

Distribution Courses and Electives Study Recommendations

The 12 following recommendations are grouped under the headings of meeting goals and objectives of the distribution courses, measuring effectiveness of this area of the General Education Program, and suggesting improvements. The first recommendation in each area is considered the most important by the study's investigating subcommittee.

1. Recommendations Relating to Meeting Goals and Objectives of the Distribution and Elective Courses:

Recommendation 1. The present list of distribution courses should remain basically as it is.

This recommendation reflects the overwhelming acceptance of the present system by both faculty and students. The College will maintain the present distribution list.

Recommendation 2. The College should move with caution when considering additions to, or deletions from, the current collegewide list of distribution courses.

This recommendation complements Recommendation 1 and is viewed by the study subcommittee as highly important. Any changes in the current distribution list will be carefully studied before being implemented, and faculty will be apprised of proposed changes and given opportunity to study them and react. This process will occur first through campus departments, then through academic councils, and finally at a general meeting of the collegewide Academic Affairs Committee. As this will be an on-going process, regular times will be scheduled for considering changes in the distribution course list.

Recommendation 3. The College should survey faculty to determine how the new General Education Program has affected the offering of electives.

It is important to determine with some certainty how the distribution courses and the newly required composition and mathematics courses have affected the offering of elective courses. To accomplish this, a collegewide general education committee will be established, early in Fall 1985, consisting of faculty from both the arts and sciences, and from occupational areas. By the end of the 1986 Winter Term, this committee will study the impact of the General Education Program on the offering of electives, and will administer a pertinent survey to all faculty. During the spring of 1986, the committee will report results and make recommendations to be submitted to the Academic Affairs Committee for action. Copies of the report will be sent to all faculty members.

2. Recommendations for Measuring Effectiveness in the Distribution and Elective Courses Area:

Recommendation 4. The College should determine why some students feel that the Humanities core course is not a direct preparation for distribution courses in the humanities.

Data from open-ended responses on student surveys showed that students had difficulty perceiving a logical flow from the Humanities core course to the distribution courses in that area. The College will address this problem and work to correct its causes through a collegewide task force consisting of faculty from within and outside the humanities. This task force will be established early in Fall 1985 and will complete its work by the end of Winter 1986, when it will report its findings and recommendations to the Academic Affairs Committee for review.

Recommendation 5. Humanities core course instructors should make a greater effort to demonstrate to students the relationships of the Humanities core course to the distribution courses in the humanities.

This recommendation addresses the fact that nearly half of the study's respondents thought it was possible to take distribution courses in the humanities prior to the Humanities core course and still have a good change for success in the former. Faculty members teaching distribution courses in the humanities will meet on each campus during Fall 1985 to identify the learning in the core course that is essential for success in the distribution courses. From these campus lists, a general collegewide list of essential learning elements will be developed and made ready for dissemination by the end of Fall 1985. Starting in Winter 1986, humanities faculty will distribute this list to, and discuss it with, humanities students.

Recommendation 6. Humanities instructors should make a greater effort to demonstrate to students the position of the humanities within the General Education Program.

This recommendation seeks to resolve the problem of students who did not understand why they should be required to take classes in the humanities. A process similar to that suggested in Recommendation 5 will be initiated, to show how the humanities fit into the overall General Education Program. Humanities faculty members will meet on each campus during Fall 1985 to list the ways in which the humanities fit into the General Education Program. From these campus lists, a collegewide list will be developed and made ready for use by the end of Fall 1985. The list will be distributed to students and discussed with them in Winter 1986.

Recommendation 7. The College should develop advanced placement and exemption procedures, other than departmental credit-by-examination, to allow students who demonstrate proficiency to start at a higher level in the nine-credit required composition sequence.

An urgent need is addressed in this recommendation. Current practices make it impossible for most students to be exempted from a writing course. Consequently, some students with superior preparation in this area take a course they do not need. Accordingly, the Academic Affairs Committee will appoint a task force to draw up a plan for advanced placement which will allow students who demonstrate proficiency in writing to start at a higher level than the Communications core course. The general guidelines of this plan will be similar to those used to move students from one level to another in developmental courses. Faculty asked to implement this procedure will be

given opportunity to react to the guidelines prior to their implementation. Faculty will then be trained to implement the advanced placement plan. This plan will be ready for Academic Affairs Committee review by August 1986 at the end of the 1985-86 academic year.

Recommendation 8. The College should allow students who demonstrate superior writing skills to substitute literature courses for one or more of their required composition courses.

This recommendation complements Recommendation 7. This item will receive high priority in order to strengthen the place of literature in the General Education Program. Miami-Dade has attracted a number of superior students through its Emphasis on Excellence and College Honors programs. Many of these have found that the required composition sequence contains unnecessary repetition. In addition, because of present methods for selecting distribution courses, it is possible for such students to graduate from the College with little instruction in literature. Having knowledge in this field has been a hallmark of a general education. Therefore, a task force identified by the Academic Affairs Committee will devise a procedure for students with demonstrated superior writing skills to substitute literature courses for one or more of their required composition courses. This plan will be part of the report called for in Recommendation 7, to be ready for review by the Academic Affairs Committee by August 1986.

3. Recommendations for Improvements in the Distribution Elective Courses Area:

Recommendation 9. The College should investigate the need to schedule

more distribution courses in the evening hours at the Wolfson and Medical Center Campus.

Evening students at the Wolfson and Medical Center Campuses expressed, in the study's Spring 1984 survey, the need for a greater selection of distribution courses in evening hours. A study of the needs of evening students will be conducted during the Spring/Summer Terms of 1985 and repeated in the Fall Term of 1985 to determine whether changes are needed. Both campuses will establish committees to study this issue. Should it prove that students at these campuses need more options, the College administration will consider practical and cost-effective means to address these needs.

Recommendation 10. Faculty should be surveyed to determine whether they desire greater influence in the selection of distribution courses on the collegewide list.

Data from faculty surveys revealed a discrepancy in faculty responses concerning the amount of influence that they felt they had in altering the current distribution list. Since a large number of faculty at the North and South Campuses felt that they had had little influence on the makeup of the list, the subcommittee believed it important to determine whether faculty desire greater influence in selection.

Study results also suggested a possible problem in the current process of using Faculty Senate representatives on the Academic Affairs Committee to convey faculty sentiments on academic matters. To clarify this issue, faculty will be surveyed to determine whether they desire a greater role in the choice

of distribution list selections and what form they would prefer their role to take. This study will occur before significant action in changing the current list is taken. A means will be provided to give faculty a greater role in distribution course selection if a large number indicate desire for greater participation. This action will be completed and a suitable process implemented by the end of the 1985 Fall Term.

Recommendation 11. Any future surveys related to faculty attitudes toward the distribution courses should be given to the entire faculty.

This recommendation addresses the sense of uncertainty caused by receiving study questionnaire returns from only one-sixth of the faculty. While some faculty may be reluctant to voice unpopular opinions in Academic Affairs Committee or Faculty Senate meetings, anonymous surveys provide opportunity to identify areas of dissatisfaction without concern. Therefore, before significant changes in the present distribution courses portion of the General Education Program are made, the College will survey all full-time faculty, as well as a representative group of part-time faculty, about the proposed changes, sufficiently in advance of decision-making to take all faculty views into account.

Recommendation 12. There should be increased education of faculty who do not teach distribution courses to make them aware of the functions of the distribution courses in the General Education Program. The College should require faculty to attend pertinent information sessions to ensure that they are exposed to needed information.

About 30% of faculty who completed the study's surveys indicated either that they did not have enough experience to suggest alternatives to the current distribution list or that it did not apply to them. Therefore, the College will provide faculty who do not directly teach distribution courses--including librarians, counselors, and advisors--with information concerning how these courses fit into the overall general education plan, and how they affect the general education options available to students. This educational program for faculty will consist of both written communications and special workshops, based on a survey of what faculty need to know.

Independent of the College's 1984 self-study, changes in the original distribution course program have occurred or will occur. At its Fall 1984 open meeting, the Academic Affairs Committee voted to allow students to enroll in a distribution course concurrently with the core course in the same area (excluding composition and mathematics, which remain sequential). The Academic Affairs Committee also indicated that it would consider adding courses to the current distribution list at its next open meeting in April 1985. To that end, a general list of suggested additions was drawn up, and faculty were invited to submit further suggestions for addition. All of the responses were returned to the individual campuses for review by campus academic councils. Courses that received the support of all of these committees are those most likely to be added. The Academic Affairs Committee, however, agreed to wait for results of the College's self-study so that recommendations thereof could also be considered. Actions of the Academic Affairs Committee leading to the addition of large numbers of courses could challenge the concept of a three-tiered general education system. On the

other hand, addition of few courses or none would reaffirm the original College criteria for distribution courses.

In the opinion of the Distribution and Elective Courses Subcommittee, the Academic Affairs Committee action described above, to allow concurrent enrollment in core and distribution courses in some areas, should be reconsidered, since it represents a change from original College distribution course criteria. Further, expanding the distribution course list implies a belief that, in some areas, students do not receive a sufficiently thorough introduction to basic terminology and ways of acquiring knowledge to allow them to complete more advanced disciplinary work successfully. Adoption of a more discipline-oriented approach to general education at Miami-Dade could lead to the demise of the three-tiered system.

Student Flow

Underlying Miami-Dade's reforms in the areas of basic skills, general education, and academic support systems is a student flow model that monitors student progress through the College's educational system. Ideal flow is the orderly movement of degree-seeking students from general education core courses, through distribution and elective courses, to graduation. In the broadest sense, the student flow model also includes recruitment, entry and exit assessment, placement in appropriate programs and courses, supporting and monitoring student progress through the system to graduation, and facilitating exit from the College to upper-level institutions, employment, or other pursuits.

The evaluation goals of the student flow study, reported in Volume III, were (1) to determine the effectiveness of the College's student flow model,

(2) to contrast the ideal flow model with actual student flow patterns, (3) to determine the relationship between ethnic distributions and the ability of student subgroups to move through the system, and (4) to examine the effects of program requirements, established by the student flow model, on enrollment, retention, and graduation rates.

The investigating subcommittee included District professionals and collegewide representation from faculty and administrators. As part of its research, the subcommittee reviewed abstracts of the College's Office of Institutional Research studies concerning student flow. It also compared student grade transcripts of a 20% sample of graduates at the end of the 1980 Winter term with a corresponding sample from the end of the 1984 Winter Term. These years were selected to represent the last graduating class not affected, and the first class that was affected, by the College's general education reforms. Items selected for comparative analysis included total number of credits needed for graduation, grade point average differences, numbers of withdrawals and average withdrawals per student, and numbers of courses passed through the College Level Examination Program (CLEP).

To determine the effectiveness of the student flow model, the subcommittee analysed the ideal and actual flow patterns in regard to the relationship between assessment and placement, on the one hand, and grades earned in mathematics and the five core courses (Communications, The Social Environment, Humanities, Energy in the Natural Environment, and The Individual in Transition), on the other. This aspect of the study established two major findings: (1) for most students, there was a direct relationship between entry assessment and placement, and success in the classes described; and (2) there was no apparent difference between the ideal student flow model and actual

student flow. Therefore, it was felt that the student flow model should not be changed to any great degree. Assessment should be continued, and students should follow placement prescriptions.

However, two significant variations from the primary flow patterns were found. The first was lack of correspondence between student grades and passing rates on the College Level Academic Skills Test (CLAST). The subcommittee recommended collegewide exit competency examinations for each required general education composition course. The second--a variation discovered when the study subcommittee examined the relationship between ethnic distributions and the abilities of the subgroups to move through the system--was the decline in program completion rates for Black non-Hispanic students. In this area the subcommittee proposed two recommendations: (1) that the College continue to study the impact of basic academic skills assessment on minorities; and (2) that the College further investigate why suspended Black non-Hispanic students have lower re-enrollment and completion rates than other ethnic groups.

The subcommittee's investigation of the effects of student flow requirements on retention revealed a decline in Associate in Science enrollment and graduation rates. In this respect, the subcommittee recommended that the College study the reasons for the decline and assess the attitudes of the employer community toward Miami-Dade graduates.

In sum, the study of student flow suggested that most Miami-Dade students move smoothly through the General Education Program in the patterns prescribed by the College's ideal student flow model. For example, readiness for, and probability of success in, core courses can be predicted and controlled with a high degree of validity by entry assessment and placement data. However, variations from primary flow patterns indicated that further

study would be appropriate in particular areas--either to facilitate movement toward degree objectives and exit from the College, or to prescribe or recommend other appropriate action. Particular areas of concern, where variations from the ideal student flow patterns have occurred, were correspondences between grades in composition and success rates on CLAST, effects of the student flow model on Black non-Hispanic students, and a decline in Associate in Science and certificate program enrollments and completions. Since causes of such phenomena are usually complex, the study concluded that much more research should be done before major modifications in the student flow model are made.

Student Flow Study Recommendations

The following thirty-five recommendations developed by the study of student flow are grouped according to four elements of the ideal student flow model: (1) entry basic skills assessment and placement, (2) progress through the system (including advisement, recruitment and enrollment in programs, retention, curricula, SOAP, and re-enrollment), and (3) exit assessment (CLAST) and graduation. Recommendations which pertain to more than one category have been located in the area of their greatest impact. The recommendations are also arranged, within each major section, in order of relative importance.

1. Recommendations Relating to Entry Basic Skills Assessment and Placement:

Recommendation 1. The College should continue to study the impact of required basic skills testing on minorities.

This recommendation relates to the study's goal of determining the ability of minorities to move through the system. The Office of Institutional Research will continue to conduct research in this area.

Recommendation 2. Students should take an orientation workshop prior to assessment.

This recommendation relates to the finding that students who are assessed sometimes do not register. The collegewide Student Services Committee will address this issue in Fall 1986.

Recommendation 3. The College should conduct a comprehensive evaluation of all student intake processes--recruitment, admissions, registration, placement, and orientation--to determine the effectiveness of these services.

The Student Services Committee will conduct this evaluation during the 1985-86 academic year.

Recommendation 4. In order to strengthen the College's intake processes and retention rates, research should be conducted concerning students who apply for admission but are not assessed and do not register, who are tested but do not register, and who complete one semester but do not return.

2. Recommendations Relating to Student Progress Through the System:

Recommendation 5. All new full- and part-time faculty should be required to attend a general orientation workshop, to be conducted by the appropriate

designated area, to improve the quality of instruction and enhance the image of the College.

This recommendation relates to write-in responses to an open-ended questionnaire administered to College Level Academic Skills Test (CLAST) examinees and 1982-84 College graduates describing need to improve classroom instruction. The Academic Affairs Committee will address this issue during the 1985-86 academic year.

Recommendation 6. The College should strengthen its process of ascertaining why students withdraw from one or more courses, in order to strengthen, modify, or institute new programs that will encourage students to remain in school.

Implementation will take place during the 1986-87 academic year.

Recommendation 7. The College should study why suspended Black non-Hispanic students have a lower return and completion rate than other ethnic groups.

This recommendation is based on the finding by the Office of Institutional Research that only 6.5% of Black non-Hispanic students returning to Miami-Dade after being suspended completed some kind of program. The Office of Institutional Research will continue to conduct studies in this area.

Recommendation 8. The College should continue to re-evaluate and strengthen programs to increase retention rates of minority populations.

The Office of Institutional Research will continue to conduct studies in this area.

Recommendation 9. All degree-seeking students should be required to complete an orientation course explaining College processes, procedures, and services.

The Student Services Committee will address this recommendation during the 1986-87 academic year.

Recommendation 10. The College should conduct further studies on the progress of those students who fail basic skills tests but are allowed to take non-developmental courses in their interest areas.

Available data indicate that this practice enhances retention and prevents students from becoming completely disinterested due to taking only developmental courses. The Office of Institutional Research will continue to conduct studies in this area.

Recommendation 11. The College should continue to encourage students to utilize internal and external testing other than the College Level Examination Placement (CLEP) test as a means of meeting their educational goals.

The Academic Affairs Committee will recommend measures responsive to these needs in the 1985-86 academic year.

Recommendation 12. Based on interviews with College Student Services personnel, a new admissions code should be established to accommodate non-degree-

seeking students who wish to take courses, workshops, or seminars in areas of special interest.

Implementation of this recommendation will be facilitated by the Student Services Committee during the 1985-86 academic year.

Recommendation 13. The College should strengthen its recruitment program and develop new marketing strategies to increase the numbers of Dade County residents and high school graduates who attend the institution.

The Vice President for Public Affairs will address this recommendation during the 1985-86 academic year.

Recommendation 14. The College should strengthen programs to encourage students who acquire job-marketable skills to complete degree requirements.

The District Dean for Occupational Education will participate in this on-going effort.

Recommendation 15. The College should evaluate and revise the advisement process, in order to develop alternative and nontraditional methods for advising students. The objective should be to ensure that the advisement process contributes to the goal of increasing retention and graduation of students.

This recommendation is based on responses from CLAST examinees who were critical of advisement at the College. The Student Services Committee will outline the revisions in the 1986-87 academic year.

Recommendation 16. The College should continue to conduct studies to determine and evaluate the reasons why increasing numbers of students are in a part-time enrollment status. These studies should include such factors as the Standards of Academic Progress (SOAP), general education requirements, basic academic skills assessment, and personal work schedules.

The Office of Institutional Research will conduct the recommended studies in the 1986-87 academic year.

Recommendation 17. The College should study the reasons for the decline in Associate in Science enrollment and corresponding increase in Associate in Arts enrollment.

This recommendation is based on recent data concerning decline in Associate in Science enrollment. The Office of Institutional Research will conduct the recommended study in the 1986-87 academic year.

Recommendation 18. The College should conduct a study to determine the numbers of students who return to Miami-Dade to meet prerequisites for admission into professional schools (e.g., engineering, nursing, or business).

The Office of Institutional Research will implement this study during the 1987-88 academic year.

Recommendation 19. The College should study why many Dade County high school graduates do not select Miami-Dade as their first choice when attending college.

The Office of Institutional Research will conduct a pertinent study in the 1987-88 academic year.

Recommendation 20. The College should study the development of short-term programs to accommodate students who would not enter college otherwise and are reluctant to pursue an Associate degree program.

This recommendation relates to recent collegewide decline in enrollment. The Office Institutional Research will conduct the study during the 1986-87 academic year.

Recommendation 21. The College should establish a policy regarding the cancellation of classes. When a course is cancelled, an appropriate faculty member should meet the class to assist students in selecting other courses within their majors.

Since student flow encompasses all areas related to retention, the Academic Affairs Committee will facilitate implementation of this recommendation in the 1986-87 academic year.

Recommendation 22. The College should continue efforts to have the State of Florida change the definition of program enrollments and completions.

The Office of the President of Miami-Dade will address this recommendation by 1988.

Recommendation 23. Since all students who are suspended go through the Standards of Academic Progress (SOAP) categories of warning and probation, and

because these categories give ample time to correct academic deficiencies, the College should establish procedures whereby suspended and dismissed students will be required to delay re-registration for one major academic term or one year without appeal.

This recommendation is based on interviews conducted by the study which indicated that the appeals process was inconsistently applied on different campuses.

Recommendation 24. The College should institute a policy of mandatory classroom visitations and evaluations by appropriate supervisors in order to strengthen classroom instruction. These evaluations should apply to both part- and full-time instructional personnel.

This recommendation results from CLAST examinees' concern regarding the effectiveness of instructional faculty. The Academic Affairs Committee will review the present policy by Fall 1986.

Recommendation 25. The College should institute a system of student evaluations to include both full- and part-time instructors.

The Academic Affairs Committee will review the existing policy and recommend changes by Winter 1987.

Recommendation 26. The College should develop a component emphasizing the expectations of the workplace and the value of the work ethic, within one of the general education core courses.

Since the ideal flow model prescribes a smooth transition for the graduate into the work force, the Academic Affairs Committee will facilitate implementation of this recommendation by Fall 1988.

3. Recommendations Relating to Exit Skills Assessment (CLAST) and Graduation:

Recommendation 27. The College should provide a stronger preparation component for students before CLAST is taken.

This recommendation is based on the College's commitment to student success on CLAST. A committee comprised of faculty from communications and mathematics will continue to conduct preparatory workshops until other strategies are shown to be more effective.

Recommendation 28. The College should continue to study the correlation between performance of Miami-Dade students on the CLAST and their performance at senior institutions, to determine whether the College is successfully preparing students for demands in senior institutions.

The Office of Institutional Research will continue to conduct studies in this area.

Recommendation 29. Collegewide exit competency examinations should be administered for the three required general education composition courses.

This recommendation is based on the contrast between the ideal flow pattern, in which C grades indicate achievement of College exit competencies, and the actual flow pattern, in which achieving C's in composition courses did

not assure that 75% of CLAST examinees would pass the three language arts subtests--reading, objective writing, and essay. The Academic Affairs Committee will address this recommendation during the 1985-86 academic year.

Recommendation 30. The College should strengthen programs to increase graduation rates of minority populations.

This recommendation relates to the study goal of examining how minority students move through the system. Implementation of the recommendation will take place in Fall 1986.

Recommendation 31. The College should develop a more effective method of tracking job placements for graduates, especially for Associate in Science, Planned Certificate, and Specialized Training Opportunity graduates.

The Office of Institutional Research will continue to conduct studies in this area.

Recommendation 32. The College should seek to improve its methods of studying the attitudes of employers toward Miami-Dade graduates and their performance skills and preparation for positions offered.

The Office of Institutional Research will continue to conduct studies in this area.

Recommendation 33. The College should continue to seek wide representation of employers on its advisory committees to ensure that all training needs are identified.

Appropriate personnel will continue College efforts in this area.

Recommendation 34. The College should improve its procedure for informing students of the transferability of particular Associate in Science programs.

This recommendation is based on the recent Office of Institutional Research finding that Associate in Science completions have declined. Implementation of this recommendation by appropriate personnel will take place in the 1986-87 academic year.

Recommendation 35. In order to continue to receive high approval from students in meeting their educational goals, Miami-Dade should re-evaluate its programs on an on-going basis to meet the needs of future students.

All College programs and areas will continue to use existing review, evaluation, and revision procedures.

RECOMMENDATIONS OF THE
STUDENT INFORMATION AND PERFORMANCE STANDARDS STUDIES

Introduction

Miami-Dade Community College has developed the three computerized student academic support systems evaluated in Volume IV of the 1984 self-study final report under the collective heading of Student Information and Performance Standards (SIPS). These systems address collegewide reforms resulting from the College's 1974 Institutional Self-Study and the package of curriculum changes for postsecondary schools inaugurated in 1977 by the Florida Legislature.

The first of these systems, the Advisement and Graduation Information System (AGIS), provides students and faculty with a complete and comprehensive report of student progress toward graduation. The second, Academic Alert, informs students of their mid-term academic performance and attendance. The third, Standards of Academic Progress (SOAP), identifies and monitors progress of students having academic difficulties.

This order of discussing the SIPS systems corresponds with that of students' exposure to these systems. AGIS is an overall system providing reports on academic status to every student after the second week of matriculation. Academic Alert is an early-warning system which provides the student with instructor feedback on academic performance and attendance immediately after mid-term. SOAP is an end-of-term evaluation of academic performance which places students in one of several academic standing categories determining their academic programming for future terms. Current Academic Alert feedback

and SOAP status are included on the AGIS report printouts which students receive.

These three systems respond directly to recommendations of the 1974 self-study for improving student services in the areas of greater faculty participation in academic affairs, better identification of gifted students, clarification of differences between advisement and counseling, and dissemination of information about available counseling service. They also give faculty, counselors, and advisors methods for monitoring student progress and prescribing necessary courses of action to facilitate the task of increasing effective services to the College's multi-cultural student body.

The Collegewide SIPS Committee included the chairperson, four SIPS campus delegations comprising three study subcommittees, an advisor from the Office of Institutional Research, two District resource persons, and the SSCC advisor. Each campus delegation included a chairperson and a writer (both faculty), a resource person (faculty or staff), and an additional faculty member.

In addition to specialized evaluation approaches developed by each study group, a single research method was common to all three of the SIPS studies. In formulating this method, collegewide administrators, faculty, and staff were asked to write their concerns and reactions to AGIS, Academic Alert, and SOAP. The goals of the three systems were reviewed by the SIPS Committee to determine the objectives, issues, and strategies of the three systems. The committee then discussed what each system was intended to accomplish and devised questionnaire surveys as its main research strategies to assess the effectiveness of the three systems.

The questions generated by the committee were particularly intended to measure, clarify, and evaluate such issues as percentages of students affected

by the systems, collegewide awareness of the goals and purposes of the systems, user understanding of the system, awareness of the systems' intervention strategies, and user perceptions of the effectiveness of the systems' reports, printouts, advisory letters, and interventions. In addition, the surveys were intended to show how involved faculty and support staff were in generating and supporting the intervention systems and how deeply convinced they were of the effectiveness of these systems. From these concerns common to the three systems came tentative survey questions, based largely on the suggestions of the administrators, faculty, staff, and students. The SIPS Committee also submitted questions to the SSCC for inclusion in its eight surveys of external academic, political, business, and public service community, discussed in Volume I. The final SIPS instruments contained 62 questions for students, 58 for faculty, and 48 for administrators and staff.

Demographic distinctions were made in the surveys to distinguish among first and second year students; Black non-Hispanic, White non-Hispanic, and Hispanic students; and ages and years of service of faculty. Surveys were administered to students in the Spring and the Fall Terms of 1984; the faculty was surveyed in the Fall Term of 1984; administrators and staff received questionnaires in the Summer Term of 1984. The surveyed populations included one-third of the entire College faculty, all College administrators and staff on duty during the summer of 1984, and a stratified random sample of students enrolled in English courses spanning basic skills through advanced composition during the Spring and Fall Terms of 1984. English classes were chosen as representing the best cross-sections of students.

Together with numerous specific findings later presented in the three study reports in Volume IV, the self-study evaluations of AGIS, Academic

Alert, and SOAP revealed two broad findings. First, all target groups surveyed agreed that the three systems were useful, effective, and, with certain improvements, should be maintained. Second, however, a significant number of respondents in all categories--particularly new students and faculty--were not familiar with many aspects of the three systems, indicating need for better communication regarding their purposes and applications.

Advisement and Graduation Information System

One of the universal criticisms of American colleges is the lack of sophistication and precision in their academic advisement processes. The difficulty arises in trying to advise large numbers of students with small cores of skilled advisors. The problem is evident at institutions such as Miami-Dade whose current enrollment is over 41,000 credit and 15,000 non-credit students. A parallel problem is information flow. It is difficult to communicate updated and accurate information to faculty and staff in order for them to counsel students into appropriate programs, help them make proper course selections, and guide them smoothly toward career objectives. AGIS was designed as a strategy to alleviate such advisement problems.

The system provides accurate, up-to-date information on the progress students are making toward meeting graduation requirements. It also informs students of specific courses suggested or required in the 74 Associate in Arts Degree programs for transfer to upper-division universities in Florida. Additionally, it shows to what degree these suggestions or requirements are being followed. All students may receive updated AGIS printouts anytime during the term to monitor progress and assist in their advisement for subsequent course selections.

AGIS was developed for use on the College's mainframe computer, using on-line data-entry terminals connected by a teleprocessing system. All programming for the system was done in COBOL for ease of maintenance and machine compatibility.

Phase one, the planning stage, was begun in 1977 and completed in August 1978. The chairperson of academic advisement from each of the four campuses, a systems analyst, the Director of Curriculum Systems and Articulation, and the Project Director were assembled as the collegewide development team. This team visited or wrote to institutions that had degree audit systems soliciting pertinent information. The educational specifications for the AGIS project were developed as part of a year-long planning process.

The second phase, outlining recommended courses for transfer to various Florida colleges and universities for inclusion in the AGIS system, was completed in March 1980. The start of actual programming was the development of the outline of transfer requirements of Florida colleges.

The third phase, completed in August 1980, programmed a graduation check for Associate in Arts degree students having earned only Miami-Dade Community College credits. Students with transfer credit were then added to the system. Every transfer course had to have a Miami-Dade designator placed next to it on the College's computerized transcripts or a special transfer course notation indicating the type of graduation requirement that the course would satisfy. Concurrent with development of this Associate in Arts degree report, the on-line course substitution waiver file was also completed, providing a method for manual overrides to the graduation requirements for exceptional cases.

The fourth phase of AGIS development, standardizing all Associate in Science degrees and Planned Certificate program outlines, was in place by

October 1980. Since Miami-Dade is a multi-campus institution with one set of graduation policies, course offerings, and a common catalog, the District Office of Academic Affairs developed a computer-generated program outline to describe its various programs. This report outlines the courses and credits required for graduation as well as prerequisites required to help insure success in more advanced courses.

Phase five, programming graduation checks for students working on Associate in Science degrees, Planned Certificates, and Associate in General Studies degrees, was completed in March 1981. The entire AGIS system is built around a career pathway concept. Students who are matriculating for a Planned Certificate program in a particular area also receive a corresponding Associate in Science degree report.

The sixth programming phase, instituting weekly and end-of-term data mailers, was completed in May 1981. When an application for graduation has been submitted, a data mailer is produced informing the student that he or she is eligible or ineligible to graduate based on the student's current record and successful completion of current courses. On the other hand, if an application has not been submitted and the student is eligible to graduate, a data mailer is sent to the student indicating the need to complete and submit a graduation application. Data mailers are also used to advise students if they have registered for a course which is not required for graduation in their Associate in Arts degree program. Another type of data mailer is used to inform non-degree students of their status relative to the Associate in Arts degree. Since many students ultimately change from non-degree-seeking status, this data mailer provides appropriate graduation information.

A seventh and final phase in AGIS development, anticipated by approximately June 1985, will include suggested sequencing of courses based on

students' backgrounds, educational goals, and proposed transfer institutions. Combined with the existing system, this innovation will provide a complete advisement picture upon which students and advisors can make informed academic decisions.

All Miami-Dade students, whether degree-seeking or not, are eligible to have an AGIS report form printed for them at any time. Presently, approximately 45,000 AGIS printouts are produced collegewide in each major 16-week term, and some 145,000 requests are serviced during an academic year.

To receive an AGIS printout, a student must present identification. No one is allowed to receive an AGIS report for another person because of the privacy of information contained. After the student's College matriculation number is entered into a computer terminal, an AGIS report is produced on a printer.

As a direct result of the AGIS system, advisors now feel more comfortable and secure in advisement, and can devote more time to student problems and career goals. Degree requirements are consistent among the campuses, and there has been marked improvement in the clarity of outlining updated degree requirements. The students receive accurate, up-to-the-minute information on graduation requirements, minimizing potential litigation arising from poor or inaccurate advisement. Transcripts can now be issued the day after grades are due and reflect earned degrees. Automatic degree approval and grade postings to transcripts occur immediately, resulting in substantial savings of staff time on degree audits.

At least once a year, and more often if necessary, the chairpersons of academic advisement from all Miami-Dade campuses meet to review changes in the catalogs of Florida institutions. Changes required to update AGIS information are routed to the District office of Admissions and Registration Services.

The collegewide Academic Affairs Committee, chaired by the Vice President for Education, meets monthly to discuss course and program changes affecting AGIS information. Approved changes are sent to the District Office of Admissions and Registration Services for computer program updating.

Initial developmental costs to the College for AGIS from 1979 to 1982 amounted to \$203,880 for 12,000 hours of computer programming using existing College staff, equipment, and disk storage. Federal funds under Title III totaled \$129,656 for the same period. The three-year combined cost from all sources was \$333,534, or an average of \$111,178 per year. The College now has an annual direct cost avoidance of \$234,765 from AGIS, since it has eliminated the manual graduation audit, eliminated the equivalent of 3.21 student services professional advisor positions, and reduced the Registrar's graduation check time by 20%. During the first two years of AGIS, operational costs ran \$95,630. Added to the developmental costs mentioned above, AGIS costs were \$429,166 during its first two years of operation. Savings to the College those same years totaled \$469,530, for a net savings of \$40,364. Future yearly savings on AGIS to the College are estimated at \$186,960 (McCabe, 1984b).

Since AGIS has been in operation for only a few years, assessment data were limited and many of its components had not been examined systematically. A preliminary small-scale study reported in 1984 by the Dean of Student Services at the College's South Campus indicated approximately 75% student satisfaction with AGIS. However, the AGIS self-study reported in Volume IV has undertaken a more intensive evaluation of the impact and effectiveness of AGIS with the goals of identifying areas for further development and improvement, and recommending specific strategies for their attainment.

The three primary research goals of the AGIS study group were to determine the effectiveness of AGIS in improving the advisement process, the levels of understanding which administrators, faculty, staff, and students possess regarding AGIS, and ways in which the AGIS system can be improved.

Key evaluation objectives addressed under these goals were to determine the effectiveness of AGIS in delivering the vital information it purports to provide, to determine user understanding of the AGIS components, to identify sources of assistance used for interpreting AGIS printouts, to determine faculty comfort in providing academic advisement on the basis of AGIS reports, to determine student satisfaction with AGIS printout information concerning their program status, graduation status, and requirements for transfer to senior institutions, to determine whether the College should continue to fund the AGIS system, and to identify needed modifications or improvements in the AGIS system.

The AGIS Study Committee found that, in general, all target groups surveyed in the study agreed that the AGIS system was useful and effective in meeting its intended objectives and worth the costs to the College of maintaining the system. However, some administrators, faculty, staff, and students, especially new students and faculty, were not fully familiar with the system. This indicated need for better information dissemination and communication regarding AGIS usage and changes.

It was also concluded that faculty need more training on AGIS usage. This should lead to an increased amount and improved quality of advisement of students by faculty. The AGIS Subcommittee also concluded that although AGIS is an invaluable aid in advisement, certain components are not easily understood and should be modified for clarity. It was also concluded that the

AGIS system should include certain additional information to improve advisement.

Advisement and Graduation Information System Study Recommendations

Recommendation 1. Faculty should have better access to information regarding AGIS

Orientation and training sessions, especially for new faculty, need to be provided readily and conveniently. Improved reference information on AGIS usage should be included in the Faculty Advisors' Handbook.

Recommendation 2. Dissemination of information on changes in the AGIS system needs to be improved.

At present, most users of AGIS reports find out about changes in the system by seeing them on AGIS report printouts. To correct this situation, each Campus Vice President will clarify and publish information concerning channels of communication needed for more effective dissemination of information on changes in the AGIS system. These channels will ensure that all faculty and staff dealing with students are kept apprised of the latest AGIS information prior to its appearance on AGIS forms. Arrangements will be made for these channels to be operational by the end of the 1984-85 academic year.

Recommendation 3. Faculty should become more active in academic advisement.

With faculty better oriented and informed on AGIS usages, they will become more comfortable with their advisement roles; students will be more comfortable in seeking departmental advisement; and student-faculty contact and relations will improve. To bring this about, the College will schedule a series of workshops to train and orient administrators, faculty, and staff on the AGIS system. The workshops will be designed and implemented by the Student Services area on each campus. On completion of the workshops, attendees will have developed competency in the use of AGIS reports for advisement. The pilot workshops will be developed in the Fall Term of 1985 and will be scheduled on a regular basis beginning with the Winter Term of 1986.

Recommendation 4. Students should receive information on reading and understanding the AGIS printout as an aid in self-advisement.

Student Services on each campus will ensure that the advisement sessions for new students include more extensive information about AGIS, including review of sample AGIS printouts. These new advisement sessions will begin in the 1985-86 academic year.

Recommendation 5. In addition to students' raw scores on their placement exams, the AGIS printout should include such other testing information as alternate test scores, cutoffs and prescriptive implications, and CLAST status.

Recommendation 6. As soon as possible, the College should implement Phase Seven of AGIS development, the sequencing of courses students must take to satisfy degree requirements for particular programs of study.

Recommendation 7. Elective course offerings and, to a somewhat lesser extent, distribution course requirements, should be made more readily understandable on the AGIS report printouts.

Recommendation 8. The overall content, configuration, and presentation of report printouts should be made more user-friendly.

The Vice President for Education will establish a task force to evaluate the information presented on AGIS forms. This task force will include faculty members, a student services advisor, a member with policy-making authority, an AGIS programmer from Computer Application and Programming, and the curriculum specialist from the Office of the Vice President for Education. This committee will consider adding test scores, course sequencing, and elective course offerings to the AGIS report. The task force will be formed by the Fall Term of 1985 and will provide its recommendations for further action by the end of the Winter Term of 1986.

Recommendation 9. The College should continue to allocate funds necessary to maintain and improve the AGIS system.

The President of Miami-Dade will assure that the College will continue to devote the resources necessary to maintain and improve the AGIS system as recommended by the AGIS study.

Academic Alert

Academic Alert, evaluated in the second study in Volume IV, is a computerized system to inform students of their mid-term performance through individualized letters. The letters not only report students' academic and

attendance status, as "satisfactory" or "needs improvement," but also prescribe actions for the students to take to improve their status. The system is an expression of the College's moral obligation, stemming from the general education reforms, to provide better services to students and thus prevent their suspension. In the first year of operation of the College's new Standards of Academic Progress (SOAP) in 1979, Miami-Dade suspended 3,410 students for deficient academic performance. Academic Alert is one method for preventing such mass suspensions, since the letters give classroom instructors the opportunity to inform students of such deficiencies, particularly in the basic skills areas of reading, writing, and computation, in adequate time for correction. The system also responds directly to the 1974 self-study recommendation for providing information about students for better advisement at successive stages of their academic careers.

Academic Alert involves not only faculty and students but also administrators and staff, who interact to help the students maintain academic progress, complete their programs of study, obtain assistance in problem areas, and earn their degrees. The computer-generated Academic Alert letters are sent to every Miami-Dade credit student during both the fall and winter terms, so that their performance may be regularly evaluated. Besides indicating whether or not the student's academic work and attendance are satisfactory, the letters clearly identify areas of difficulty and automatically select messages referring students to services available for individualized assistance and advisement in solving their academic problems. All letters use the student's first name in the salutation and body for a personal touch. New students receive different opening paragraphs from returning students. Opening paragraphs also differ for students at each campuses. The student's academic

performance and attendance are reported with messages appropriate to the student's status.

After initiation of the College's educational reforms in the late 1970s, Miami-Dade administrators realized that the College would need an improved advisement system to support students in maintaining satisfactory academic performance. The administrators also realized that if advisors were to meet with each of the more than 40,000 credit students each major term, to provide information that they now receive in Academic Alert letters, the time requirements would be prodigious. By use of a sophisticated computer approach called Response System with Variable Prescriptions (RSVP) to generate the Academic Alert letters, the information is now conveyed to all students in a single week.

In developing the Academic Alert system, 150 different messages were written for each of the four campuses. A data base of student information such as credit load, previous performance, ethnic affiliation, native language, age, and basic skills test scores was also developed. The system requires all faculty members, full-time and part-time, to provide answers to two questions for every student enrolled in their classes: (1) How is the student's performance ("satisfactory," "needs improvement," or "no evaluation available")? and (2) How is the student's attendance in classes ("satisfactory," "not satisfactory," or "does not apply")? The combinations of data and Academic Alert messages add up to 26,878 possibilities (i.e., the system can produce 26,878 different letters to reflect information unique to each student's circumstances and needs).

The system was piloted in the Fall Term of 1978 with 9,706 entering students receiving Academic Alert letters. The program gradually expanded to

include all credit students except those enrolled in credit-by-examination, credit-for-life experience, Open College (a television and radio delivery system), and short-term courses. By the Fall Term of 1984, 37,563 students received Academic Alert letters.

As suggested above, the impetus for continued development and refinement of the Academic Alert system was the advent of the Standards of Academic Progress (SOAP), examined in the final study in Volume IV. At the end of each term, students receive a message on their grade report indicating their academic status as "in good standing," "academic warning," "academic probation," "academic suspension," or "academic dismissal." It was apparent that if negative SOAP messages were presented at the end of the term to students with excessive withdrawals or low grade point averages, then a system to alert them to their deficient performance halfway through the term was needed. As indicated, Academic Alert fulfilled that need. Thus the most striking impact of the Academic Alert system has been that faculty are encouraged to provide classroom assessment for students earlier in the term, with the result that faculty and students can make mid-term decisions about students' academic progress and the students have time to improve their academic performance and attendance, possibly avoiding being placed in a SOAP category of poor standing at the end of the term.

The importance of evaluating the Academic Alert program therefore lies in its effectiveness in encouraging satisfactory academic performance. Acceptance of the system has been growing, as indicated by positive responses from faculty and students using Academic Alert, and it has become an integral part of support mechanisms for the College's general education reforms and SOAP.

The impact, effectiveness, and acceptance of the Academic Alert system were the major elements of the Academic Alert study. The study's principal objectives were to determine the effect of Academic Alert letters on end-of-term grades and course retention, the impact of Academic Alert on students' cumulative SOAP standing, the timeliness of the Academic Alert messages, and administrator, faculty, staff, and student understanding of the messages.

Strengths, weaknesses, problems, and areas of disagreement were also significant concerns of the study. These aspects of the Academic Alert system had not been previously evaluated and provide the basis for recommending changes in the system. In these connections the study also sought to assess the uses of Academic Alert follow-up support systems; the levels of achievement and attendance used by faculty in reporting students on Academic Alert rolls; how administrators, faculty, staff, and students perceive the Academic Alert system; whether students follow up on the Academic Alert messages; administrator, faculty, staff, and student reactions to the Academic Alert concept; and community reactions to the strategies utilized by Academic Alert.

Most of the data for the study were obtained from four separate questionnaires, completed by administrators, faculty, staff, and students in the Spring and Fall Terms of 1984, addressing the goals and objectives listed above. Some data were also drawn from previous College studies. Questions related to Academic Alert were also included in the eight community surveys conducted by the collegewide Self-Study Coordination Committee.

The Academic Alert Study Subcommittee concluded that the Academic Alert system has had a positive impact on students' academic performance. The timeliness of the mailings and the format of the letters have assisted students in identifying academic and attendance problems early enough in the term to

take corrective action. However, the subcommittee also concluded that administrators, faculty, staff, and students need more information about the system so that appropriate referrals can be made.

The subcommittee further concluded that greater interaction between faculty and students would bring improved academic performance. The support of faculty conferences and the Academic Alert system by both students and Miami-Dade personnel indicates that a combination of both systems would greatly benefit students. It was also concluded that Black non-Hispanic students need more individual attention than White non-Hispanic students to maintain satisfactory academic performance.

The subcommittee also found that no collegewide standards exist for evaluation of academic performance or attendance. The resulting lack of consistency in the evaluation process leads to confusion when students receive Academic Alert letters. The terms "satisfactory" and "needs improvement" are vague. Students require more accurate messages about their academic performance and attendance, and wish to have Academic Alert letters reflect the specific levels of their academic achievement.

Academic Alert Study Recommendations

Recommendation 1. A collegewide standard for indicating a student's academic performance as "not satisfactory" should be established.

The Vice President for Education will establish a committee to study and recommend a workable, standardized method for evaluating students' academic performance. The committee will also establish a clear set of evaluative terms, such as letter grades to replace the current vague evaluations of

"satisfactory" and "needs improvement." The new evaluation system will be in operation in the Fall of 1986.

Recommendation 2. A collegewide standard for indicating a student's attendance in both lecture and lab courses as "not satisfactory" should also be established.

The Vice President for Education will establish a committee to study and recommend a workable, standardized method for evaluating student attendance. The committee will also consider differences in types of courses involved (lectures, science labs, and language labs). The new evaluation system will be in operation in the Fall of 1986.

Recommendation 3. Students should receive a better orientation to Academic Alert when they enter Miami-Dade.

Recommendation 4. A system should be developed to follow up Academic Alert letters to ensure that students and faculty respond to these important advisory messages.

The collegewide Student Services Committee will initiate development and implementation of a one-credit orientation course which includes a component for thorough orientation of students on the Academic Alert system and related support systems. A pilot program for all full-time freshmen will be conducted in the Winter Term of 1985. A follow-up study in future terms should show a higher retention rate and improved academic performance as a result. The program will be ready for implementation on all campuses in the Fall of 1985.

Recommendation 5. More positive steps should be taken to insure that students (especially first-year students) and instructors interact after Academic Alert letters are sent.

Recommendation 6. The training and orientation of administrators, faculty, and staff should be improved so that all Miami-Dade professionals and staff have working knowledge of Academic Alert.

The College will schedule a series of workshops to train and orient administrators, faculty, and staff concerning the Academic Alert system. The workshops will be designed and implemented by the Staff and Program Development departments on each campus. On completion of the workshops, attendees will have a working knowledge of the Academic Alert system. In addition, strategies for interacting with students after they receive Academic Alert letters will be presented. The pilot design for this effort will be developed in the Fall Term of 1985 and the workshops will be scheduled on a regular basis beginning in the Winter Term of 1986.

Recommendation 7. More assistance should be provided for Black non-Hispanic and Hispanic students to help them maintain academic progress.

The College will schedule a series of workshops to sensitize administrators, faculty, and staff to the special needs of Black non-Hispanic and Hispanic students in maintaining satisfactory academic performance. The workshops will be designed and implemented by the Staff and Program Development departments on each campus. Pilot workshops will be conducted in the Fall Term of 1985, and the workshops will be scheduled on a regular basis beginning in the Winter Term of 1986.

Recommendation 8. Students should receive Academic Alert letters in the Spring and Summer Terms.

The Computer-based Instructional Development and Research Office will study the possibility of sending students Academic Alert letters in the Spring and Summer Terms. The students should receive these letters in the third week of each six-week term and in the sixth week of the combined twelve-week terms. If Academic Alert can be utilized in the Spring and Summer Terms, the system should be operational in the Spring and Summer Terms of 1986.

Standards of Academic Progress

The Standards of Academic Progress (SOAP), evaluated in the final study of Volume IV, comprise a major component of the College's efforts to be more directive and to exert increased control over students' academic careers while providing for early and continued assistance for those experiencing academic difficulty. Inauguration of SOAP in 1978 related directly to the College's obligation, resulting from the general education reforms, to provide better services to its students in order to minimize their suspensions due to deficient academic performance. SOAP is also directly responsive to the 1974 self-study recommendation that the College should provide fuller information about students for improved advisement.

The first aspect of the College's new commitment to focus on the individual was the development of computerized information systems to serve as the fundamental vehicles for tracking individual performance and progress. SOAP monitors the student's performance and controls credit load once seven credits have been completed. The clearly specified categories of the SOAP program

provide for warning, probation, suspension, and, finally, dismissal, as results of low grade point average or excessive withdrawals from classes.

The SOAP standards are not intended to discourage or penalize students who are trying to make good use of the College's instructional resources. Rather, the College is committed to providing as much assistance as possible to students with academic difficulties. Students identified through SOAP are limited in the number of credits for which they can register, and are offered prescribed programs of intervention such as developmental studies, a study skills course, or career and personal counseling.

Miami-Dade thus makes every effort to assist students in avoiding the SOAP sanctions, and especially to lessen their impact upon disadvantaged minorities, through Academic Alert, advisement, and remedial support programs. But the challenge is great. The majority of present students on each of the four campuses is Hispanic. There are significant numbers of refugees representing more than ten nations. Fewer than half of all students report English as their native language. A large percentage of entering students are substantially deficient in academic skills, particularly in verbal and computational ability. The College works to assist the majority of these students to attain the high levels of academic achievement needed to fulfill their personal and occupational goals and to succeed in upper-division studies following graduation. However, for those unable to do so, injustice would result if they were permitted to enroll term after term without significant improvement in their performance.

The current SOAP program assesses the academic status of all students in credit courses at the end of each term and places each student in one of the SOAP categories based on carefully defined criteria. Activities of the SOAP

system are coordinated by the collegewide Student Services Committee, composed of academic chairpersons, deans of students of the four campuses, and representatives from District educational services. The committee is responsible for establishing SOAP categories and credit limitations, updating the system, and monitoring it for consistency with College policies and procedures. At the end of each term, student transcript data are processed to identify each student's SOAP category. Each campus designs its own intervention strategies and appeal processes appropriate to its campus population and administrative structure.

The academic advisement department on each campus is responsible for the implementation and coordination of all SOAP operations. According to College policy, these departments must advise all students identified through the SOAP system on appropriate selection of classes, making certain that credit limitations are observed and that intervention courses are included. Each student in a negative SOAP category can register only with the written approval of the academic advisement department.

Intervention strategies may include developmental and skill-building courses designed and conducted by departments other than academic advisement, such as reading or writing courses by the English department, and basic computational skills courses by the math department. Other strategies may include basic skills assessment by the testing department, and instruction in test-taking and time-management techniques by the counseling department. The SOAP appeals process may include input from and participation by other departments.

Program costs are absorbed by the various components of the delivery system. Each campus provides SOAP support resources such as academic

advisement; career and personal counseling; reading, writing, math, and study-skill labs; and faculty conferences.

When the SOAP classifications were initiated in 1978, there were large numbers of students in the system with poor academic records. The number (6,153) and percentage (14.2%) of students placed under SOAP during the Winter Term of that year were unduly high. For the six major terms that followed, however, the percentages were lower and fairly constant. Consistent data indicate that approximately 83% of students in 16-week major terms at Miami-Dade now progress in a satisfactory manner according to the SOAP definitions.

When expanded SOAP categories went into effect at the beginning of the Fall Term of 1982, there was a shift in headcount among the various SOAP categories. Changes in suspension guidelines resulted primarily in the reclassification of many students who, before the expansion of categories, would have been in suspension. The moving of students from suspension into a probation category, and into suspension-alert categories, resulted in considerable decrease in the suspension rate, the intended result of the new policy. These and other recent data indicate that SOAP has thus contributed substantially to improved student academic performance. The suspension rate has declined each term since Fall 1981. Based on studies of the pool of students eligible for suspension, there is evidence that this decline in fact reflects improved performance, rather than relaxed standards for suspension or student departures from the College. Thus there is abundant confirmation that load restrictions and other supportive measures are having their intended impact.

The principle importance of the 1984 self-study's evaluation of SOAP lay in the desirability of a comprehensive assessment of whether the system has

been soundly conceived, accurately targeted for achievement of its objectives, and effectively implemented. The study examined the acceptance, impact, and effectiveness of SOAP in relation to Miami-Dade administrators, faculty, staff, students, and various community groups. The study's main concerns were the percentage of students affected by SOAP; the impact of SOAP on student academic performance and retention; the collegewide level of awareness of intervention strategies used with students in non-clear SOAP categories; the effectiveness of the SOAP system from the perspective of College personnel and students; the involvement of faculty in the SOAP system; the use of SOAP intervention strategies by faculty; faculty perception of the effects of SOAP intervention on student academic performance; and reactions of the community to the SOAP concept. Data were obtained through questionnaire surveys of administrators, faculty, staff, students, and community groups, and from previous SOAP reports and student interviews.

Study findings showed that the SOAP concept is broadly accepted by the study's target groups. The main problems identified included needs for increased communication of information about the system and for increased awareness of the SOAP process on the part of Miami-Dade administrators, faculty, staff, and students. The study group thus recommended the development of more effective orientation on the SOAP system for all College personnel, required orientation on SOAP and all of its ramifications and support systems for all entering students, and increased involvement of faculty and staff in advisement. Plans proposed for implementation of these recommendations include orientation sessions, workshops, seminars for new students to explain SOAP and related systems, and mentorship support for all students in non-clear SOAP categories.

Standards of Academic Progress Study Recommendations

Recommendation 1. Students should be better informed as to availability and benefits of the SOAP-related support systems.

The collegewide Student Services Committee will mandate a one-credit orientation course for all entering freshmen. The course will include a complete explanation of SOAP as well as other student information and performance support systems. A pilot course will be implemented on North Campus in the Winter Term of 1985.

Recommendation 2. Administrators, faculty, and staff should be trained to have better understanding of SOAP.

SOAP information will be made more accessible through workshops and orientation sessions. The Staff and Program Development departments on each campus will implement a series of workshops which will include detailed information on the SOAP system. Administrators, faculty, and staff will be included in the training programs. The first workshops will be conducted during the Winter Term of 1986.

Recommendation 3. Faculty should become more involved in the SOAP intervention processes.

The College will establish a faculty mentorship program for all students in non-clear SOAP categories. The program will be planned in the Fall Term of 1985 and implemented in the Winter Term of 1986.

Recommendation 4. The College should continue to evaluate the SOAP system in regard to student performance.

The College will evaluate the SOAP system at the end of each academic year beginning in 1985-86.

RECOMMENDATIONS OF THE
NORTH CAMPUS STUDIES

Introduction

Three programs were selected by the North Campus administration for in-depth assessment in the Miami-Dade 1984 Institutional Self-Study: the CHANGE Center, the North Campus Honors Program, and the Basic Law Enforcement (BLE) Program. The studies are reported in Volume V. The goal of each study was to measure and evaluate the impact and effectiveness of its target program.

The North Campus Self-Study Steering Committee, appointed by the Campus Vice President, developed a prospectus for each study which was submitted to the College Self-Study Coordination Committee. A chairperson for each study was selected by the Campus Vice President in conjunction with the Faculty Senate President and the North Campus Self-Study Coordinator. Committee members were appointed by the chairpersons and the Campus Coordinator from lists of volunteers supplied at recruitment meetings with the Faculty Senate, Classified Staff Forum, the Vice President's Executive Committee, associate deans, chairpersons, the Student Senate, and Phi Theta Kappa.

For the convenience of all concerned, the three study committees developed joint survey instruments, one for administrators, faculty, and staff, another for students. Approximately a one-third random sample of the North Campus faculty was surveyed during the Fall Term of 1984. Every third member on the campus faculty roster received a questionnaire with specific sections devoted to the three target programs. Additionally, 140 members of the North Campus staff and 38 administrators were randomly selected to receive the same questionnaire, approximately a 50% sample in each case.

For the combined general student survey, every fifth class was sampled from 66 sections of upper-level math courses in the fall of 1984. A total of 450 surveys were distributed and 287 returned, a 64% response. Each study committee also developed other specialized surveys and utilized pertinent program, campus, and College reports and background documents.

CHANGE Center

The CHANGE (Career Horizons and Alternatives for New Growth through Equality) Center is an innovative, nontraditional North Campus program which prepares women for entry into the labor market or for career change or upward mobility. The program philosophy is one of positive action and peer support, aiding in the reduction of situational, institutional, and personal obstacles to the ultimate achievement of the goals of this special group.

The typical CHANGE Center candidate is a 32 year-old female attending school part-time, raising a family, and working. This student's life is often further complicated by loss of a husband or by a husband with earnings below the poverty level. Thus, if this student is to attend and remain in school, support services are necessary. The CHANGE Center program was designed to combine these support services with academic courses to allow these students to establish credentials to eventually enter the work force and provide for their families.

The three on-campus components of the CHANGE Center--the academic program, the Non-Traditional Career Service, and NETWORK--cooperatively provide students with assistance in all areas of their lives. The academic component of the Center's Women's Studies Program encompasses the College's required general education core course, taught by faculty selected for abilities to emphasize

the special concerns of the program. All courses meet required College competencies, while building confidence in the students. The English courses include the study of women in literature, with writing assignments applicable to the student's needs. The Social Science core course stresses the power of the individual in society as well as the appreciation of major accomplishments of women and their impact on society. Humanities courses stress the contributions of women to the Arts. Psychology courses give students insight into behavior patterns important to women. The natural science classes provide a non-threatening atmosphere in which women can develop insight into their own biological and natural processes. Math classes help dispel the myth that women fail to comprehend numbers.

The academic component of the program also contains several special classes and pedagogic approaches. The physical education class stresses the health and physical fitness needs of women. A special distribution course, Biology of Women, allows students to question biological processes in an atmosphere designed to provide information about their bodies which they are often reluctant to seek even from physicians. A new course, Strategies for Success, designed to ease the transition from homemaker or single parent to college, assists students in orientation and advisement, allows for peer support, and discusses many other pertinent affective issues.

The second Center component is the Non-Traditional Career Service, which offers one-on-one counseling in current job information and provides the reference tools needed for effective career exploration. CHANGE Center personnel give advice and assistance in changing careers or upgrading positions.

In the Fall of 1984, this service was expanded and related more closely with the Women's Studies Program to form a more effective system, NETWORK, employing new approaches to meeting the needs of the re-entry woman. These approaches have entailed bringing the program's students together with community representatives from business, industry, and Miami-Dade faculty in related disciplines, with prominent and successful women in nontraditional careers speaking to the group, and faculty advisors, students, and women role models meeting in small groups to explore career possibilities available to students.

The NETWORK system also includes the pairing of CHANGE Center alumni, many presently employed on campus, with students new to the program. This group meets monthly, arranges group attendance at workshops, and assists with car pools, child care, and other personal services. The mentor relationship is a natural result of these activities.

A fourth program component, the Career Development Women's Studies Certificate Program, offers opportunity for women to better their job skills, further their educations, and plan more rewarding careers. This program, developed by Cornell University, is an eight-course, twenty-four-credit college program designed to be of immediate use to women in their work, and also has the advantage of allowing the credits to be applied toward Associate in Arts or Associate in Science degrees. Although the original intent as proposed by Cornell was to offer these courses at the work site, the CHANGE Center modified the program so that the courses are taught on Saturdays at the North Campus' Hialeah Center. The Miami-Dade North Campus was selected by Cornell to be the first college site outside the State of New York participating in this program.

The main goals of the study were to determine how effectively women's needs have been met by the CHANGE Center, the degree to which the North Campus population and community were aware of the CHANGE Center, and the extent of potential support available for this type of programming within the community.

In addition to the joint surveys noted above, the principal research strategies employed in the CHANGE Center study included a series of questionnaires designed to determine the impact of the Center on current and former students, and to determine the degree to which respondents were aware of the Center. Community agencies and local media were also surveyed in telephone interviews to determine their awareness of the program.

The samples in these special surveys included 350 former CHANGE Center students, 343 Center students in 1984 Fall Term classes, and 450 general North Campus students in the same term. The respective response rates from these surveys were 29%, 56%, and 64%. Representatives of 25 women's organizations and agencies were included in the telephone interviews.

Survey responses from the general student body confirmed the assumption that the CHANGE Center has a low profile on campus: 70% of students not involved with the Center had not heard of the program. However, a large percentage of faculty (96%) and staff and administrators (95%) had heard of the program, although less than half could identify it as exclusively a North Campus program and many exhibited confusion about its organizational structure and function.

Current CHANGE Center students had heard of the program either from friends or through information posted on campus; radio and television have not been particularly effective. Local women's organizations and media surveyed by telephone gave a discouraging appraisal of community awareness of the Center:

of 25 representatives contacted, 18 (72%) had not heard of the program, though after hearing a description of the program, all agreed that it was worthwhile and should receive greater publicity.

Survey questions addressing the value of the program for the target group elicited overwhelmingly positive responses to increased self-confidence, awareness of potential, and increased skill for more effective living. Both former and current target group students cited as important aspects of the program the peer support, counseling and guidance, and the patience of instructors.

An equally important finding was that the majority of the current CHANGE Center students planned to continue studies at Miami-Dade, as a direct result of their experiences in the program.

In sum, the main conclusions of the study were that the CHANGE Center has been successful in providing services to its participants, but that its organizational structure, while effective, does not allow for expansion. Additionally, promotional efforts of the program must be increased. Funding processes must be reviewed. In view of the recruitment and retention success of the program, all avenues for program expansion and funding increases should be investigated.

CHANGE Center Study Recommendations

Recommendation 1: The CHANGE Center should continue as a permanent and integral part of the organizational structure of Miami-Dade.

The Center has shown a growth pattern in contrast to enrollment decline at the North Campus and has established itself as a successful vehicle for

recruitment and retention of students. Women returning to school are potentially a very large group of new students who can fill the gap created by the declining students in the 18 to 22 age group. Authoritative projections suggest that, by the year 2000, 52% of all undergraduates will be women, 50% over the age of 22, and that returning women will help offset a 23% decline in enrollment of traditional 18-22-year-old students.

Recommendation 2: Funding for the CHANGE Center should be reviewed.

As Center needs and enrollment increase, more full-time personnel should be budgeted to provide the necessary services. Since results of the study have validated the program's positive contributions to both recruitment and retention, the North Campus Vice President will insure adequate funding for necessary expansion of the program.

Recommendation 3: The Center's Career Development Women's Studies Certificate (Cornell) Program should be expanded.

Women participating in the program and the employers who are involved have expressed positive results and wish to promote and expand this service. This program has potential to increase campus enrollment and bring the community into closer contact with the College. Several local businesses are currently prepared to become involved in the program.

Recommendation 4: The CHANGE Center should increase promotional efforts.

Numerous study findings revealed strong need for making the campus and community more aware of the services of the CHANGE Center. More effective use

of all the Campus marketing facilities should be made. In the 1985 Fall Term the CHANGE Center staff will prepare new Center brochures for distribution to students, faculty, and community organizations. The testing area will refer target group candidates directly to the Center. Using the community organizations and local media surveyed in the study, Center personnel will arrange for promotional activities. Present activities involving newsletters, campus open house appearances, and shopping mall promotions will be continued.

Efforts will also be made to present an appropriate Center program on cable and network television channels. The District Office of Community Affairs will develop a format and design, with production scheduled for the Fall Term of 1985 and plans to broadcast by the Winter Term of 1986.

Recommendation 5: The CHANGE Center self-study report should be distributed to all campuses.

Increased re-entry women's enrollment is evident throughout Dade County. All campuses can increase their enrollments by offering a similar program. Members from each campus, on a 1984 collegewide committee on the status of women, expressed desire to have centers on their campuses. A needs assessment on each campus will determine the market for the program, the availability of facilities, and the interest of qualified faculty members to participate in the program. Should other campuses desire to adopt this program, the CHANGE Center staff will cooperate in its development and implementation.

Honors Program

The North Campus Honors Program is a central element of the Emphasis on Excellence Program on the campus, a collegewide effort designed to attract,

encourage, and reward students who have demonstrated superior academic ability. It consists of interconnected components: the Honors Program, the Distinguished Visiting Professor Series, invitational seminars, and financial scholarships.

The Honors Program offers matriculating superior students opportunity to pursue education within an environment of honors programming conducive to maximum realization of their potentialities. It is one of six programs under the Center for Advanced Learning, created in October 1983 as a vehicle to unify and implement the North Campus Emphasis on Excellence programs. The Center was designed to recruit academically advanced students, facilitating their access to scholarships and support programs and promoting their retention by the College. Other components of the Center include the Scholarship Program, the Dade County Public Schools Junior High Gifted Program, the Performing and Visual Arts Center (PAVAC), the Governor's Summer Gifted Program, and the College Acceleration Program.

By unifying advanced-level programs on campus, the Center has also been able to provide the general education core courses for Honors credit. Students selected for the Honors Program are guaranteed an academic scholarship, personal attention from a faculty mentor, and assistance in exploring upper-division studies and/or career options. The Honors Program also answers the special needs of students who desire more intensive study in their fields of interest and aids in further development of academic skills for those who plan to transfer to upper-division institutions.

The North Campus Honors Program now consists of the general education Honors Core courses, special Honors classes, lectures and seminars, and regular courses which have been contracted for Honors credit. Faculty mentors are

assigned for each student's Capstone Project, explained below. Scholarships, special interaction with the Distinguished Visiting Professors, and special advisement and counseling are available to Honor students through the campus coordinators of the Honors and Emphasis on Excellence Programs.

Selected graduates of Dade County high schools, enrolled at the North Campus, take their general education core courses as a group for Honors credit. Completion of the first semester Honors Core with a minimum GPA of 3.5 automatically admits these students to the College Honors Program. Honors sections of high level courses are offered which provide Honors students opportunity to be in small classes taught by outstanding faculty. Lectures and seminars are offered in science, humanities, and technology. These may be developed to address the national Phi Theta Kappa annual themes.

A student in the Honors Program may contract for an Honors grade in many North Campus classes. This feature allows a student to complete some of the required 18 hours of Honors credit within a major area of interest. To participate, students must have completed 12 credits at Miami-Dade and have a minimum GPA of 3.25. The student enters into a formal agreement with the faculty member to perform additional Honors-level work. The contract must be approved by the coordinator of the Honors Program, the directing faculty member, who receives financial compensation for supervising the contract, and a committee from the faculty member's department. The contract method accommodates both Associate in Science and Associate in Arts students.

Students in the North Campus Honors Program are also required to design and complete a Capstone Project. Since ability to demonstrate knowledge and skill is a vital part of the educational process, this project is the culmination of the Honors Program and provides the student opportunity to

demonstrate the appropriateness of receiving Honors credit. Successful completion of the Capstone Project provides the student with a sense of accomplishment. The project may also be used subsequently to establish credentials at a transfer institution or with a potential employer.

Honors Program students receive full tuition scholarships, and special recognition at commencement exercises. The "Honors" designation is incorporated into their transcript records. To remain in the program, they must maintain a minimum cumulative GPA of 3.25 for each academic year and not fall below a cumulative GPA of 2.8 in any academic term. They must also successfully complete the Capstone Project and acquire a minimum of 18 hours of Honors credit before graduation from Miami-Dade.

The major focus of the study was an evaluation of the impact of the North Campus Honors Program in relation to its intended objectives and to the total mission of the College. Study goals emphasized determination of the program's efficiency and effectiveness in challenging the academic potential of Honors students. Key research questions were whether more academically superior students are attending the North Campus because of the Honors Program and how the program has affected the campus' image in the community.

Research methods of the study emphasized six questionnaires on these topics, addressed to spring and fall Honors students in 1984, North Campus administrators, faculty and staff, CLAST examinees, general campus students in the 1984 Fall Term, and community representatives.

The study's general conclusions based on these surveys and other data were that the Honors Program is meeting its goals effectively and should now expand its services to additional qualified students. In particular, the program should provide greater assistance to graduating students in obtaining

scholarship opportunities and information for transfer to senior institutions. A process for monitoring the progress of graduates, by initiating a means for strengthening their affiliations with the North Campus Honors Program after graduation, should be investigated. The most immediate need for corrective action related to development of effective publicity directed to North Campus feeder-high schools, to make the Honors Program more widely known among superior high school students.

In short, the preponderance of the study's findings indicated that the Honors Program at the North Campus is developing well within the parameters of sound educational practice, and that the possibility of outstanding development is not beyond its reach.

Honors Program Study Recommendations

Recommendation 1: Communication about the North Campus Honors Program should be improved with those teachers and counselors who influence Dade County students to make higher education choices.

This recommendation reinforces the assertion that the Honors Program is a potent recruitment tool to induce superior students to enroll at the North Campus. Evidence also indicated that an Honors Program can elevate the community's estimation of the academic quality of the campus. The Center for Advanced Learning will increase its efforts to make the Honors Program known among high school students by effective communication methods by the Winter Term of 1985. The North Campus will highlight its Honors Program immediately in its off-campus advertisement efforts.

Recommendation 2: Communication should be initiated with alumni of the Honors Program.

Effective communication can help former Honors students in transfer to upper-division institutions as well as expand their scholarship opportunities. The Center for Advanced Learning will update files on former students and develop a computerized scholarship search service by the Winter Term of 1986.

Recommendation 3: Communication should be improved with current Honors Program students in both their understanding of the program and their responsibilities under it.

This recommendation recognizes that Honors students are not fully aware of their obligations and responsibilities. The Center for Advanced Learning will plan an orientation for Honors Program students to familiarize them with the obligations they have assumed. Plans for this orientation will be made during the Summer Term of 1985 with implementation in the Fall Term of 1985.

Recommendation 4: Communication relating to the Honors Program should be improved with the campus administration, faculty, and staff.

This recommendation relates to the surprising finding that there was scant knowledge of the program and its operation among administrators, faculty, and staff. The Center for Advanced Learning will direct a greater effort toward acquainting campus administrators, faculty, and staff with operation of the Honors Program. Efforts will be made during the Fall Term of 1985 to communicate with the faculty at the departmental level, with administrators through

the Campus Executive Committee, and with the staff through the Classified Staff Forum.

Basic Law Enforcement Program

The study comprised an evaluation of the Basic Law Enforcement (BLE) Training Program of the Southeast Florida Institute of Criminal Justice, a North Campus community partnership program established in 1971 for consolidated training of newly-employed police recruits from law enforcement jurisdictions throughout the South Florida area. As of 1985, the Institute had become the largest criminal justice training facility in Florida, with a range of basic training programs for police and correctional officers equalled by few other facilities in the nation. During the 1983-84 fiscal year, 350 BLE cadets completed the Institute's competency-based academy programs, and 70 in-service courses were offered to over 1,200 officers.

The BLE Program's intensive 20-week curriculum prepares its graduates for entry-level positions as sworn police officers in their home communities. While BLE trainees are students of the College, whose tuition is paid by their sponsoring agencies, the program has substantial autonomy in both organization and operation, and is open only to employed recruits from local police departments.

The primary goal of the BLE study was to measure and evaluate the perceptions of all groups associated with the program in regard to how effectively the program is achieving its ten articulated objectives. These objectives relate to equipping BLE trainees with knowledge, skills, and understanding mandated by the State of Florida and required for effective police work.

Study methods included structured and non-directive interviews, review of pertinent records and documentation, and the administration of survey questionnaires to over 600 BLE and North Campus administrators, faculty, staff, students, and advisors.

One instrument was administered in class meetings by BLE faculty to all BLE trainees participating in the program in November 1984. This survey was particularly intended to identify trainee perceptions concerning relationships and contrasts between the articulated BLE objectives, policies, schedules, rules, and procedures of the program and actual practices. A second questionnaire solicited information from the fourteen members of the Institute's Community Advisory Council, whose responses were considered highly germane in view of their oversight of all Institute and BLE Program activities, for which they comprise, in effect, a board of directors. A third survey was sent to a random sample of 450 non-BLE North Campus students. The instrument included items relating to the BLE Program in a form shared with other North Campus studies using this target group.

A random sample of one-third of the general North Campus faculty was also surveyed, together with 140 North Campus staff members and 76 North Campus administrators. Items on this shared questionnaire sought to determine their understanding and perceptions of the role and functions of the BLE Program in the overall contexts of the academic missions of the Institute and the North Campus. Results of the study indicated strong support for the BLE program by all target groups, and broad affirmation that it is substantially achieving its intended objectives. A number of areas warranting improvement were also identified. These included general need for improved communication regarding program policies and procedures, increased formalization of the program's

internal procedures and of the contractual relations among all parties involved in BLE training, increased use of civilian instructors (individuals other than sworn police officers and BLE trainees), improving the accuracy of perceptions of the program by North Campus personnel and students, and developing a strategy to cope with circumstances which, at present, make the BLE Program unduly dependent upon the hiring needs of local police agencies.

Basic Law Enforcement Program Study Recommendations

Recommendation 1: The contractual nature of the vendor-vendee relationship between the College and each police agency whose recruits are trained in the BLE Program should be formally documented, with all terms and conditions specified.

The BLE Study Committee found neither executed contracts nor formal documentation establishing the terms, conditions, and other matters pertaining to relationships between the parties involved in the BLE Program. As one positive step in the direction recommended, the Dade County Manager proposed in early January 1985 that the County Commissioners execute a one-year contract with the College, with automatic renewals, under which the College would provide BLE training for new Metro-Dade police recruits. A copy of this proposed contract was received by the study committee in March 1985, following completion of its work. Consideration of this document as a possible model of the type called for in this recommendation is suggested.

Recommendation 2: An audit and/or management study of all financial procedures relating to the BLE Program should be conducted as a prelude to

preparing and executing contracts between parties to the BLE Program. This audit should include a cost/revenue analysis of the program.

While the study committee has no reason to believe that fiduciary responsibilities have been compromised, responses regarding documentation and related procedures were generally vague in interviews relating to the College's contractual relationships with the police agencies participating in the BLE Program.

Recommendation 3: The Southeast Florida Institute of Criminal Justice should develop additional academic and/or other revenue-generating programs that will make the Institute less dependent on the BLE Program and BLE recruits for a major source of students.

The number of on-campus BLE trainees is directly linked to the manpower requirements, forecasts, budgets, and hiring practices of the participating police agencies. This recommendation is intended to diminish the influence of these vicissitudes.

Recommendation 4. The Southeast Florida Institute of Criminal Justice should extend its recruiting services and general activities beyond its present area, to become less dependent on local sources of students, provided that such extension does not violate state statutes or other restrictions:

To implement this recommendation, the Institute should be granted supplemental budgets for marketing research and related public relations, advertising, and staff travel.

Recommendation 5. The Southeast Florida Institute of Criminal Justice should prepare a management procedures manual, to specify and document all internal procedures unique to the Institute and its BLE Program.

This recommendation further addresses the vagueness encountered by the BLE Study Committee regarding internal procedures and other matters relating to the responsibilities assumed by non-police personnel performing various roles in the Institute.

Recommendation 6. BLE trainees and Institute personnel should become more cognizant of the need to keep other North Campus components and personnel informed of their missions, activities, and accomplishments.

At present, Institute personnel and BLE students tend to operate outside the sphere of academic and social relations normally associated with campus life, resulting in widespread misconceptions concerning the BLE Program.

Recommendation 7: The relationship between the Institute and the North Campus Associate in Arts and Associate in Science degree programs in Criminal Justice Administration should be precisely define, articulated, and publicized.

The study's interview research revealed general uncertainty regarding the jurisdiction of these programs. The situation should be corrected either by the Institute or an assigned North Campus academic department.

Recommendation 8. The Institute should continue developing a BLE faculty composed of both civilians and personnel experience in police work.

Although it is important for BLE trainees to understand that they are subject to the discipline requirements of their police supervisors, it is equally important that they recognize the negative implications of the we/they outlook sometimes encountered in police and quasi-military organizations. Exposure to civilian instructors should help trainees to maintain a balanced viewpoint.

Recommendation 9. The Institute should conduct an orientation for newly-assigned part-time civilian instructors to acquaint them with Institute authority relationships, recruit discipline, and related practices, standards, and policies.

The study's interview research indicated that new part-time police instructors are given a 40-hour orientation program, whereas new part-time civilian instructors receive no formal orientation to prepare them for the quasi-military academy environment of the BLE Program.

Planning for effective and timely implementation of the foregoing recommendations will be considered for joint development and implementation by appropriate representatives of the Southeast Florida Institute of Criminal Justice, the Basic Law Enforcement Training Program, and the College's North Campus administration, beginning in the 1985 Fall Term.

RECOMMENDATIONS OF THE SOUTH CAMPUS STUDIES

Introduction

As the focus of its participation in the Miami-Dade 1984 Institutional Self-Study, the South Campus of the College elected to concentrate on three selected program areas which exemplify its commitment to providing its students with a wide variety of the highest quality educational, artistic, technical, and athletic opportunities, challenging to both their mental and physical abilities and interests, and preparing them effectively for future academic or vocational pursuits. In addition, the South Campus also seeks to serve as a cultural and recreational nexus in offering stimulation, relaxation, and enjoyment for the residents of the entire southwestern Dade County area.

The areas selected for evaluation were the campus' Computer-Based Programs and Center for Excellence; its Community-Based Outreach Program of the Division of Extended Educational Services; and a varied group of eight other programs subsumed under Opportunities for Individual Achievement.

Anticipating accelerating needs to provide students with more advanced writing and information-handling skills, the South Campus has greatly expanded its computer-based activities and offerings over the past five years, and in 1982 opened its Center for Excellence. This center is a designated College program concentrating on the use of microcomputers in education, business, and industry. Since computer-based programs have become an integral part of the educational experience at South Campus, it was felt that an in-depth study of their effectiveness would provide valuable guidance for their future growth.

These programs were thus selected as the subject of the first of the South Campus studies reported in Volume VI.

Since the population of the South Campus service area is growing rapidly, and since a major mission of the College is to serve its entire community, it was decided that an evaluative study of the campus' Community-Based Outreach Program would also be highly beneficial. Because of difficulties for many students in commuting to the campus, and because of changing educational demands in various sections of the campus' service area, the Outreach Program has had the mission of providing an extensive range of educational opportunities for those who might otherwise be unable to attend college classes. While the Outreach Program has been assessed periodically, it was felt that the self-study afforded a valuable opportunity to identify areas in need of further improvement to ensure its continued effectiveness. The South Campus Outreach Program is thus the subject of the second evaluative report in Volume VI.

Finally, responding to felt needs to more broadly encourage and reward academic excellence, as well as to continue its established tradition of providing challenging opportunities and comprehensive offerings in all fields of endeavor, the South Campus has developed a broad range of other special programs and activities enabling students to realize their full potentialities. Some of these programs are long-standing; others have been designed recently as the campus has sought to provide for superior students and those with special talents and abilities. The focus of the third portion of South Campus self-studies was thus to evaluate the effectiveness of a selection of eight representative programs of this type--all comprising Opportunities for Individual Achievement--and to examine possibilities for their expansion and improvement.

The eight programs included in this third area of the South Campus studies are the following, listed below in the order in which their reports appear in Volume VI and in which the studies are summarized and their recommendations presented in the present section:

- The Academic Honors Program
- The Intercollegiate Athletic Program
- The Creative and Performing Arts at South Campus: Art, Drama, Music, and the Performing and Visual Arts Center (PAVAC)
- The Distinguished Visiting Professor Series
- Overseas Travel and Study Programs
- Selected Academic Programs for Superior and Talented Students
- Professional Excellence and Faculty Achievement
- Public Schools On-Campus Programs

To conduct the ten campus studies, three committees and eight subcommittees were formed, each with a chairperson appointed with concurrence of the Campus Vice President and the President of the Campus Faculty Senate. Approximately 65 volunteer members, primarily faculty, representing practically all campus areas, were involved in conducting the studies during the course of 1984, with additional participation by a large number of resource persons, advisors, support personnel, representatives of the South Campus Management Team, the Office of Institutional Research, and the Self-Study Coordination Committee, which also reviewed all report drafts. All reports were reviewed in final form by the Campus Vice President and other designated members of the South Campus administration.

Because some of the investigated programs had been in operation for some time, it was possible to do longitudinal comparisons and to accumulate

anecdotal testimonials. Extensive interview efforts and questionnaire surveys--targeted at faculty, staff, administrators, students, and community representatives--were devised to determine the effectiveness of most programs, and were administered to both program participants and non-participants, on and off campus.

To avoid duplication of effort, the Opportunities for Individual Achievement Committee conducted a joint survey of students and community representatives, to which its individual subcommittees contributed questions in their areas of special interest. The Computer-Based Committee, the Outreach Program Committee, and some of the Opportunities for Individual Achievement subcommittees also developed their own questionnaires. Special efforts were made to assess faculty understanding and awareness of the programs evaluated.

In all, fifteen separate surveys were administered to target populations totalling 3,911 individuals, with 1,763 usable responses (approximately 45%) received and analyzed. Extensive use was also made of program, campus, and College records, prior studies, and results of pertinent investigations conducted by other 1984 self-study groups.

In general, it can be said that the collective findings of the ten campus studies indicated that the South Campus is effectively fulfilling its aims in all of the areas examined. There was, for example, strong approval, both on and off campus, of the directions being taken by the Center for Excellence. The widespread use of microcomputers being developed on campus received overwhelming support from both students and faculty. However, a major finding of this study was the very limited community awareness of the excellent opportunities for computer training available at the South Campus. This has been reflected in a recommendation by the study's investigating committee that the South Campus must do a better job in publicizing its computer capabilities and

training services throughout the community. Additionally, it was found that computer laboratory assistants and peer tutors in the program require additional training, to ensure high quality of computer instruction.

The Community-Based Outreach Program also received general approval from both students and faculty. This was particularly evident in favorable responses to the quality of services and the level of instruction at the Outreach Centers. However, other results indicated that these programs should strive to make library resources more readily available to students, and should up-grade admission and registration procedures. The main recommendations of this study related to improving services at the centers.

Among the eight Opportunities for Individual Achievement studies, findings varied greatly, owing to their wide range of content. However, one conclusion evident from all of these studies was again a universal lack of awareness--by students, faculty, and community members--of the variety and availability of such programs and opportunities at the South Campus. In some instances, as many as three-quarters of respondents were unaware of the existence of target programs. On the other hand, those participating in the programs were highly supportive and felt that they were receiving positive and valuable educational experiences. These findings lend support to the directions that the South Campus is taking in the development of such programs, while highlighting the challenge facing the faculty, staff, and administration in more effectively promoting and marketing these programs.

Computer Based Programs and the Center for Excellence

This study, the first in Volume VI, reports results of a comprehensive evaluation of computer education and services operated by the South Campus.

Augmenting its computer-based programs and services for students, faculty, staff, and academic departments, the Business Data Processing (BDP) Department of the campus was designated in 1982 as a Center for Excellence in the computer field, to promote expanded educational partnerships between the campus and local community employers, in response to their growing needs in computer training and applications. The study focused on assessing the effectiveness of the full range of South Campus computer-related academic efforts, seeking to identify areas of needed improvement and further development in anticipation of increasing diverse demands.

The eight participants in the study's investigating group included campus faculty and staff with responsibilities and special interests in computer education and applications, supported by resource persons and advisors from related areas of the campus and College administration. In addition to systematic review of pertinent planning documents and previous study reports, the study's research methods emphasized interviews with faculty who have been leaders in the development of campus computer capabilities and programs, and three major questionnaire surveys. The latter, combining checklist and open-ended items, were addressed to 1,345 persons in selected student, College personnel, and community groups. The 639 responses to these surveys provided the study's main data base.

The majority of the study's findings affirmed the sound conceptualization and effective implementation of computer programs and services inaugurated by the South Campus in recent years--as these address the needs of students, faculty, and staff, and, on a more limited scale, the needs of community users of campus computer training services and facilities. However, for continuing maintenance of high standards and state-of-the-art facilities in these areas, a

series of recommendations were made. These principally involved: (1) expanding the integration of computer studies in the curriculum and their uses in administrative processes; (2) pursuing full funding and implementation of the CORE Project proposal, explained in the study's report, including its portable microcomputer laboratory; (3) encouraging more Black students to select computer science as a professional goal or to become computer literate; (4) increasing marketing efforts related to the variety of microcomputer services available at South Campus; (5) providing training for student tutors and laboratory assistants; and (6) developing standards and procedures for keeping Business Data Processing and Microcomputer Institute faculty up to date on computer programs and educational processes.

Computer-Based Programs Study Recommendations

Each source of information on current computer resources, courses, services, and operations at the South Campus of Miami-Dade--students, College personnel, other committees, and members of the community--revealed areas for potential improvement and continuing development, so that a responsive, effective, state-of-the-art facility and program can be maintained. The following recommendations, derived from the findings of the study, are those which the study committee considered most significant.

Recommendation 1. As South Campus develops its annual goals and objectives, it should include plans for expanding the integration of computers into the curriculum and the administrative process. Included in these plans should be provisions for additional facilities and equipment.

The "Academic Computing Plan" and the "Administrative Computing Plan" (copies are available in the study's reference files) have outlined a phased program which will result in access to equipment for academic and administrative computing. These plans are currently being implemented, as is the continuing effort to provide workshops and courses for personnel. Continued updating of these plans should be a part of the related goal-setting process.

Recommendation 2. Because the Computer-Oriented Retraining and Education (CORE) Project is central to the South Campus academic computing plan, the campus should make all efforts to see to its full funding and implementation.

The CORE lab has been funded, but at present funding has not been provided for the portable microcomputer lab. Since this lab is an integral part of the CORE Project, the South Campus should renew efforts to see to its funding.

Recommendation 3. The South Campus should make efforts to encourage more Black students to select computer science as a professional goal or to take advantage of existing campus resources to become computer literate, so as to enhance their academic and employment skills..

The College Coordinator of Minority Relations has been informed by memorandum of relevant results of this study and has been encouraged to take steps through careful advisement to see to the implementation of this recommendation for Black South Campus students. The CORE Project portable microcomputer lab could serve to enhance achievement of this goal at the community level by conducting demonstrations in local area high schools and in disadvantaged neighborhoods in the South Campus service area.

Recommendation 4. Additional emphasis should be placed on informing the campus' service area population of the programs offered by the Business Data Processing Department, the Microcomputer Institute, the campus' "Apple Orchard" computer facility, and the CORE lab.

Although efforts to market the computer programs offered by the Business Data Processing Department, the Microcomputer Institute, and the Apple Orchard have been successful, a marketing director has now been hired and additional marketing should be a priority. The Microcomputer Institute has offered seminars for business and the general public since 1983. Over 500 professional and personal computer owners have attended these noncredit seminars. The Business Data Processing Department has an enrollment in excess of 1,700 students each major term. Its laboratory facilities are open seven days a week. In the past three years, over 9,000 students have enrolled in the BASIC course. The Apple Orchard has provided training for faculty, staff, and for administrators and teachers in the Dade County Public Schools. In addition, hundreds of students have attended special computer awareness workshops offered at the lab. Through a major marketing effort, the services offered by these units can reach an even greater and more diverse population.

Recommendation 5. To maintain enrollment and quality of education in computer program coursework, computer tutors and laboratory assistants should be given more training and closer supervision.

Since tutors and laboratory assistants are selected and funded each term by the Office of Financial Aid, in-service training must necessarily be limited in scope. However, to the extent possible, training of student tutors and

laboratory assistants will be instituted by those responsible for laboratory operations by the end of Winter Term 1985.

Recommendation 6. The Business Data Processing Department and Microcomputer Institute should develop specific recommendations regarding the training needed to keep their faculties up to date on developments in computer programs and educational services.

Recommendations to this effect will be presented to the campus administration by the end of Spring Term 1985.

Outreach Program

The second study is Volume VI reports results of a comprehensive assessment of the Community-Based Outreach Program and services operated under the South Campus Division of Extended Educational Services. The main mission of the South Campus Outreach Program is to offer selected credit courses in community schools and other off-campus sites throughout the service area of the campus, providing fully accredited educational opportunities for students who find it difficult to attend classes at the campus.

The fifteen participants on the Outreach Study Committee included campus administrators, faculty, and staff with key responsibilities and special interest in Outreach programs, with support from resource persons and advisors from pertinent components of the campus and College administration. In addition to systematic reviews of pertinent planning documents and previous study reports, the study's research methods emphasized interviews with Outreach Program coordinators and teaching faculty, to determine issues for study,

leading to preparation and distribution of three major questionnaire surveys. The latter, combining checklist and open-ended items, were administered to 390 current Outreach students and 330 South Campus teaching faculty, with different instruments for those who had and who had not taught Outreach classes. The 368 student and 152 faculty responses provided the study's main data base.

The preponderance of the study findings affirmed that students in the Outreach Program consider its design, implementation, and services sound and effective. Faculty teaching Outreach classes responded favorably to their experiences with the program, while those who had not taught Outreach classes expressed favorable perceptions of the program, though considering it a greater convenience for students than for faculty. A number of specific areas of growth and improvement were identified. These principally involved expansion of student services, and the number and frequency of course offerings. Need was also identified for improved publicity and marketing of the Outreach Program. Recommendations and projections were developed to meet these needs, and a comprehensive community awareness survey was recommended to further determine educational needs of local residents, businesses, agencies, and schools, pertinent to future Outreach planning.

Outreach Program Study Recommendations

The following recommendations were derived from the Outreach Committee's findings. All of the recommendations will become the responsibility of the Associate Dean of Extended Educational Services and will be implemented by the Outreach Center Coordinators and their staffs. The feasibility of all recommendations involving changes will be studied by the Division of Extended Educational Services and decisions for action made by the 1985 Fall Term.

Recommendation 1. The high standards of the College and campus should be maintained by continuing to offer quality, comprehensive, academic and student service programs at the Homestead Air Force Base and W. R. Thomas Outreach Centers.

Recommendation 2. The Outreach Program should explore the possibility of improving course scheduling at the Outreach centers by increasing frequency of general education core and distribution course offerings, providing higher-level courses in math, business, and computer science, and expanding course scheduling in daytime, afternoon, and evening hours.

Recommendation 3. Efforts should be made to provide each student with an Advisement and Graduation Information System (AGIS) report prior to each term's advisement and registration at the Outreach centers.

Recommendation 4. Efforts should be made to improve textbook services at Outreach centers by coordinating textbook offerings in advance with instructors, by allowing students to purchase books prior to the first day of classes, and by arranging for repurchase of texts by the bookstore during final examination week.

Recommendation 5. The Outreach Program should attempt to improve dissemination of information about the program and its offerings to South Campus faculty.

Recommendation 6. A widely-distributed community awareness survey should be conducted in the South Campus service area to provide the Division of Extended Educational Services with current information on the educational needs

of local residents, schools, businesses, and agencies, pertinent to Outreach planning.

Recommendation 7. The College and the South Campus should support the proposed Outreach community awareness survey with funds and other assistance required for its design and administration, and for processing and analysis of its results.

The Division of Extended Educational Services will develop a proposal for budgetary support of the above survey in the 1985 Fall Term.

Opportunities for Individual Achievement Studies

Academic Honors Program

The South Campus Academic Honors Program, the third study reported in Volume VII, serves over 700 students per major term with selected courses which offer a challenging curriculum, strict work requirements, and more extra-curricular research than found in non-Honors courses. The Academic Honors Study Subcommittee conducted extensive surveying by questionnaires and interviewed a number of target groups, including representatives of the general student body (non-Honors students), students involved in the Honors Program, faculty who do and do not teach Honors courses, local high school counselors, and the Director of the Honors Program. The study found that the Honors Program is generally well appreciated by the students who participate in it. However, some Honors faculty indicated concerns about acceptance of too many students in the program and about maintenance of high academic standards in all Honors courses.

Principal results from the surveys also indicated (1) that students in the Honors Program believed that they had improved their abilities and talents to the extent that they had anticipated when entering the program; (2) that nearly 70% of faculty who did not teach Honors courses were unfamiliar with, or not sure of, the selection process and criteria for admission into the program; and (3) that the faculty was split on the issue of "mainstreaming" gifted students into regular classes and the benefits which would be thus derived.

Principal recommendations of this study related to needs for increased contact with public and private high schools; establishment of an Honors Center; need to provide guest lecturers for Honors students; and need for more faculty to become involved in developing new Honors courses, recruiting superior high school students, and assisting current Honors students to transfer to four-year institutions.

Academic Honors Program Study Recommendations

Recommendation 1. The South Campus should appoint a task force to investigate ways to improve contact with public and private high schools in the campus' service area to better publicize its Honors Programs.

By September 1985, a task force will be appointed to study ways of improving delivery of information to counselors, teachers, and academically talented students in local high schools concerning the Academic Honors Program at the South Campus. This task force will offer its recommendations to appropriate administrators by the end of the 1985 Fall Term.

Recommendation 2. The South Campus should study the feasibility of estab-

lishing an Honors Center to serve as a study area, meeting place, and location for seminars and workshops especially for academically talented students.

Such a center should be established to foster a sense of community among Honors students, as well as to help increase awareness of the Honors Program within the student body in general. In the Fall Term of 1985, the Director of Honors, the Dean of Academic Affairs, and other appropriate personnel should serve on a task force to explore the implications and lay the groundwork for such a center. The report of their findings should be completed by the end of that term.

Recommendation 3. Faculty should be encouraged to develop new courses suitable for inclusion in the Honors Program, and to assist in recruiting academically talented students from South Campus service area high schools.

By the end of Fall Term 1985, the Director of Honors will submit a proposal for encouraging such faculty support to the South Campus Dean of Academic Affairs.

Recommendation 4. A library of information related to Honors Program offerings at senior institutions within and outside Florida should be assembled and made available to Honors students at the South Campus.

Such a library of information will be gathered and stored where Honors students will have access to it, and information as to its existence will be disseminated by the Director of Honors by the end of the 1985 Winter Term.

Recommendation 5. Funding should be sought to provide support for seminars designed especially for Honors students and for continuation of the newsletter, "The Honorandum."

A budgetary proposal for these activities will be prepared by the Director of Honors by the end of the 1985 Winter Term and submitted to appropriate administration representatives for review.

Recommendation 6. A study should be made of the feasibility of providing an assistant to the South Campus Director of Honors.

Appropriate personnel will be charged with performing such a study, by the Dean of Academic Affairs, in the Fall Term of 1985. The results of this study and recommendations for action will be submitted to the Dean of Academic Affairs by the end of that term.

Intercollegiate Athletic Program

The fourth study of Volume VI evaluates the Intercollegiate Athletic Program at the South Campus of Miami-Dade. For 17 years, the South Campus has offered a highly competitive program of sports with equal opportunities for men and women. The performance of its teams has brought South Campus athletics to the forefront of the nation's successful junior and community college athletic programs

To gauge the quality of the South Campus program, the Athletics Subcommittee surveyed students who had participated in athletic activities, questioning them on all aspects of the program, and encouraging their suggestions and comments. Coaches of each of the 11 sports currently offered

at the campus were also interviewed, and asked to give opinions on the strengths and weaknesses of the program, and any recommendations for improvement. Also, as part of the overall Opportunities for Individual Achievement survey, students were questioned as to their knowledge and awareness of the campus athletic program, and on their attendance of its athletic events.

Major findings of the study revealed that student athletes viewed the athletic program positively, both in administration and coaching. Student athletes saw little need to improve the program, but suggested need for increased media attention and an academic advisor especially for athletes.

Recommendations of the study include the formation of a task force to study methods and strategies to improve promotion of athletic activities on campus and to increase off-campus media coverage of South Campus sports. A second task force is also recommended, to study other issues raised by the study and submit proposals for further action by the end of Winter Term 1986.

Intercollegiate Athletic Program Study Recommendations

Recommendation 1. New and more effective methods for promoting South Campus athletic events among the student body should be studied and a plan devised to encourage and increase student attendance at campus athletic events.

Prior to the end of the 1985-86 academic year, a task force composed of the Sports Information Director, student athletes, students not participating in athletics, the Director of Student Activities, selected faculty, and a representative from the office of the campus Registrar should be convened to discuss strategies and methods of effectively publicizing athletic events to

the general student body and local community. Although the South Campus is a commuter facility, the student population of nearly 20,000 does provide a substantial pool of persons from which to draw. Additional financing which would be needed to effectively promote these events both on and off campus should be studied by the task force and budgetary proposals developed.

Recommendation 2. A review of methods used to attract media coverage of South Campus athletic events should be conducted, with recommendations outlined for further efforts and increased communication with media outlets.

Since there are several major postsecondary institutions, high schools, and professional sports competing for attention of the public through local news media, special efforts are needed to develop a relationship with these media that will increase coverage for South Campus activities. The task force designated above, in cooperation with the College Marketing Director, should consider the matter in depth. The expertise of the Marketing Department can provide effective strategies for the athletics program to use in gaining greater recognition and media coverage in the community.

Recommendation 3. Fuller study should be made of, and appropriate action taken on, the following needs identified by the Athletic Program study: (1) assignment of an academic advisor for student athletes; (2) development and updating of transfer information specifically keyed to interests and needs of student athletes; (3) availability and responsibilities of the program's athletic trainer and student trainer; (4) availability and responsibilities of the team physician; (5) suitability of vehicles used to transport athletic teams; and (6) provision of support services for visiting athletic teams.

A task force will be appointed in Fall Term 1985 to review the issues identified above and submit proposals for action to appropriate administration representatives no later than the end of Winter Term 1986.

Creative and Performing Arts

The South Campus Creative and Performing Arts Study, the fifth reported in Volume VI, surveyed and evaluated the opportunities that South Campus students have to participate in the arts. The study was conducted by a subcommittee of the South Campus Opportunities for Individual Achievement Committee, with members of various humanities departments serving both as participants and consultants.

Historical departmental sketches were prepared in order to highlight opportunities available at the South Campus to participate in a variety of performing arts. The study group also utilized student survey results to assess the campus arts program from a variety of perspectives. In particular, the subcommittee wished to ascertain how many students were aware of the programs, how many attended, and what perceptions they had concerning the quality of the various performances.

In general, those who attended South Campus plays, concerts, art shows, and the like, felt that these experiences were worthwhile and that the quality of these offerings was good. A negative factor brought out by survey results, however, was a substantial lack of awareness of the various programs on the part of students, faculty, and the community. This finding provided the basis for the study's major recommendation, that the South Campus must do better in advertising its arts programs and in developing greater student and community awareness. Additionally, the subcommittee felt that funding for the various

departments involved should be studied, to determine whether the quality of the performing arts activities at the South Campus could be significantly improved with additional financial support.

Creative and Performing Arts Study Recommendations

While numerous suggestions for improvements in the creative and performing arts at the Miami-Dade South Campus are offered in the investigating subcommittee's report, the four broad recommendations below are those which it regards as priorities.

Recommendation 1. The South Campus should make a greater effort to inform students, faculty, and the community about the cultural opportunities available on campus, and to educate them as to the worth of attending these activities.

Of all the study's findings from students, none was more urgent than the need to publicize the creative and performing arts programs sponsored by the South Campus. Additionally, the high percentage of students who expressed disinterest in creative and performing arts offerings indicates clear need to increase their motivation to attend these activities. Special responsibility lies with the Humanities Division to implement this recommendation, but it is incumbent on every segment of the campus to assist in this effort.

Recommendation 2. Additional South Campus activities in the creative and performing arts should be scheduled at off-campus locations such as public schools, clubs, and condominiums.

Because of the changing character of the South Campus service area, and because the arts should be experienced by as many as possible, the South Campus should conduct a comprehensive study of possibilities for increasing off-campus performances.

Recommendation 3. The South Campus should consider adding specific performance organizations to its cultural programs, to include such minority groups as Indian, Central and South American, and Caribbean.

Considering the number of specific minority groups now on campus, a study should be made of the possibility of recruiting performing organizations which would represent a variety of ethnic backgrounds (e.g., a steel drum band, a Mariachi band, and the like). This should enhance the goal of increasing student interest in the performing arts, by attracting both performers and audiences from involved minority groups.

Recommendation 4. A study should be made of the adequacy of existing College funding for activities in the creative and performing arts programs.

The study subcommittee was unable to determine the extent to which present funding is adequate for budgetary needs in the creative and performing arts, or how expanded performance activities would have impact on these programs. A task force should be constituted in the Fall Term of 1985 to study these matters and make recommendations regarding them to responsible South Campus administrators by the end of the 1986 Winter Term.

Distinguished Visiting Professor Series

The evaluative study of the South Campus Distinguished Visiting Professor (DVP) Series, operated as part of the Miami-Dade Emphasis on Excellence Program since 1979, is the subject of the sixth report in Volume VI. Principal goals of the DVP Series are to bring distinguished national figures in the sciences, humanities, and other fields to the College as guest lecturers, and to allow students and community members to question and interact with them. The program is particularly intended to provide stimulation and growth experiences for advanced and academically superior students. The program also includes forums and specialized symposia on such significant issues as the Nuclear Dilemma, the Information-Based Society, and the Shape of the Future. The distinguished visitors have included such well-known figures as Edward Teller, Michael DeBakey, James Baldwin, Joshua Logan, Kurt Vonnegut, and Leon Goure.

The principal objectives of the DVP study were to measure and evaluate awareness of, and familiarity with, the program and its offerings on the part of South Campus students and members of the adjacent community. Levels of interest in program activities by these groups, and their attendance of program events, were also evaluated. Data for these analyses were obtained through questionnaire surveys, and were augmented by observations and suggestions obtained in interviews with selected faculty.

Overall, the study found that the DVP Series is well-organized, well-received, and is meeting the goals to which it is addressed. At the same time, significant lack of awareness of program purposes and events was found among some target groups, and several possibilities for improved scheduling, programming, and support were identified.

Distinguished Visiting Professor Series Study Recommendations

Overall, the DVP subcommittee concluded that the DVP Series has been extremely well-operated, providing many quality speakers and guest lecturers. Miami-Dade should continue to give emphasis to the DVP Series, which is a unique distinction for an institution at the community college level. The recommendations offered below are intended to assist the DVP Series in maintaining its high level of quality and benefit to the College and its neighboring community.

Recommendation 1. Increased efforts should be made to promote awareness of the DVP Program in local high schools, particularly targeting academically talented and superior students as a means of attracting them to the College.

The South Campus Director of Recruitment, through discussions and efforts with the District Director of Recruitment, should devise a brief DVP Program narrative and/or information brochure to be regularly used in visits to high schools by the College's recruitment team.

Recommendation 2. Increased efforts should be made to evaluate on-campus publicizing of the DVP Series, including an emphasis on faculty cooperation in announcing DVP offerings in classes and encouraging attendance at DVP activities.

Members of the South Campus DVP Support Committees for 1985-85 should meet with representatives of the College's Community Relations and South Campus Marketing offices to discuss methods of publicizing DVP events to the general student body. Also, the Faculty Senate and the Dean of Academic Affairs should

regularly encourage faculty to announce DVP events in classes and to offer incentives for student participation, such as extra-credit reports.

Recommendation 3. Further study is needed of the possibility of offering DVP speakers in the evening hours, in order to make the program more accessible to daytime students, faculty, and the community.

The DVP Planning Committee should schedule some 1985-86 guest lectures in the evening hours so that attendance and publicity benefits may be evaluated.

Recommendation 4. Whenever possible, time allotted for the DVP Support Committees for planning, and for arrival and visit logistic arrangements, should be increased.

Administrators of the DVP Series should attempt to appoint members of the DVP Support Committees as early as possible, so that members may have as much time as possible to finalize arrangements for the speakers for whom they are responsible.

Recommendation 5. Longer stays for certain DVP speakers should be considered, as well as future "theme" or in-depth symposiums on pertinent issues.

A collegewide committee should be appointed to discuss the feasibility of scheduling certain DVP speakers to appear at each campus for a period of several days. Also, based on success of the Nuclear Dilemma Symposium held in the Spring of 1984, the DVP Series should consider holding one major symposium each academic year.

Overseas Travel and Study Program

The seventh investigation reported in Volume VI concentrated on the Overseas Travel Study Program. This program was selected for evaluation because of its uniqueness, because of growing interest in overseas travel, and because it had not been systematically evaluated previously.

The chairperson of the study subcommittee and the subcommittee members were selected on the basis of personal detachment from the program and possible study results. The subcommittee participated in development of the joint Opportunity for Individual Achievement general student survey questionnaire and utilized data received from its returns. In addition, program participants were surveyed for their reactions, as were faculty who had been involved.

In general, it was found that the Overseas Travel and Study Program was progressing in a satisfactory manner. Students were supportive and felt that their experiences in the program had been worthwhile. Students who had not participated in the program showed limited awareness of its existence and services, however, though familiarity increased with length of enrollment at the South Campus. Increased publicity for the program in local high schools and on campus is recommended, together with expansion of the program. More effective publicizing of the program should enable such expansion.

Overseas Travel and Study Program Study Recommendations

Recommendation 1. The South Campus should undertake a study to assess the need for expanding the Overseas Travel and Study Program.

Since there is growing student interest in this program, and since faculty interviews showed that academic areas other than those currently involved would

be interested in taking part, the South Campus should convene a task force to investigate the feasibility of expanding the program. This task force should complete its report by the end of the 1985 Fall Term.

Recommendation 2. The College should maintain its relationship with the College Consortium for International Studies, as discussed in the study's report.

Recommendation 3. A system should be instituted for evaluation, by participating students, of the Overseas Travel and Study Program's quality of instruction, living accommodations, travel, and other general arrangements upon completion of their participation in the program.

In order to more effectively monitor the Overseas Travel and Study Program, the Program Director should see to design and implementation of an evaluation process by students concerning their overseas experiences in the program. This should be made mandatory at the conclusion of their participation, with release of grades contingent upon its receipt. Such a system should be in place by the end of the 1985-86 academic year.

Recommendation 4. The Overseas Travel and Study Program should receive more publicity on campus, in area high schools, and in other South Campus service area locations.

Since there is an obvious correlation between awareness and participation, the South Campus should increase its effort to publicize the program. The Program Director and the South Campus Marketing Director should coordinate these activities.

Selected Academic Programs for Superior and Talented Students

Except for Cooperative Education, South Campus activities included in this study, the subject of the eighth report in Volume VI, must have involved a club or program officially sanctioned by the South Campus Student Activities Department, having a constitution on file with that department.

The study sought to survey and evaluate the diverse patterns of student activities, clubs, or programs available to South Campus students. Activities such as discussed in the report are common at four-year institutions, but less so at community colleges. That many of these activities were finding it difficult to attract student participation appeared to be related to Miami-Dade's status as a nonresidential commuter school. South Campus students are also likely to have full- or part-time employment. Many are married, with family responsibilities. However, the South Campus believes it is important to offer these programs to allow superior and talented students opportunities to enhance and improve their abilities and skills.

Through the use of questionnaires, interviews, existing data, and independent research by subcommittee members, a range of South Campus programs of the types indicated were evaluated for effectiveness, quality, and benefit to students. Major conclusions of the study indicated need for the South Campus to provide academic competition in all disciplines, supported by faculty advisors and facilities as needed. Increased campus support for programs for superior students is recommended, and study should be devoted to provision of release time and/or increments for the faculty advisors of these activities, travel funds for competition, and tuition scholarships. The subcommittee also recommended study of the suitability of giving the South Campus Cooperative Education Program academic recognition by placing it within an academic

division and providing it with clerical support. It further recommended study of increasing support and improving facilities for the peer tutoring program.

Recommendations of the Selected Academic Programs for Superior and Talented Students Study

Recommendation 1. In keeping with Miami-Dade's goal of pursuing educational innovation, the South Campus should pursue development of an "Academic Olympics" for structured competition in each of the academic disciplines, professional skills, and performance activities.

The South Campus should establish a Task Force on Academic Olympics to consider the implications, rationale, and implementation of an experimental intra-campus Academic Olympics competition. The South Campus faculty should be informed at the earliest opportunity concerning the Academic Olympics concept, rationale, design, and intended implementation of such a plan. The task force should submit its findings to the faculty and administration by April 1986, or as required, so that the first South Campus Academic Olympics competition can occur by April 1987. The South Campus should provide appropriate support to faculty, staff, and administrators for participation on the task force, as well as for advisors and coaches to recruit and train student teams.

Recommendation 2. The South Campus should study the possibility of developing and implementing a system of scholarships, academic credit, awards, technical support, and promotion for students who participate on academic or professional skill performance competition teams.

Recommendation 3. The South Campus should take positive action to increase financial support for activities providing opportunities for individual achievement beyond the traditional classroom environment.

Recommendation 4. The South Campus should pursue the possibility of increasing the real dollar value of library funding to offset the costs incurred for opportunities for individual achievement programs, to provide for maintenance of, and to allow for improvement in, both old and new programs.

To implement Recommendations 2 through 4 above, the South Campus should establish an Opportunities for Individual Achievement Funding Task Force, comprised of administrators, faculty, and staff having interest or expertise in funding sources and strategies. This committee should include representation from each academic division within the College, from the library, and from the student body. At least one member each from the collegewide and the South Campus Task Forces on Academic Olympics should be assigned to this committee for purposes of communication and liaison. The committee should study, and approve or modify, the recommendations contained in the study's report, and should produce specific funding recommendations. The committee should submit its findings to the South Campus faculty and administration by December 1986 or as required.

Recommendation 5. A study should be made of the suitability of giving the Cooperative Education Program academic recognition and having it report to an academic department chairperson, division associate dean, or to the Dean of Academic Affairs. This study should also determine the suitability of provid-

ing the program with full-time clerical and other support commensurate with its academic mission and the number of FTEs the program accounts for.

Recommendation 6. The South Campus should study the suitability of providing funding support for facilities and personnel to enhance the effectiveness of the Peer Tutoring Program.

To implement Recommendations 5 and 6, the South Campus administration will designate a task force of appropriate personnel to study both issues fully and develop appropriate recommendations for further action. The task force reports and recommendations should be submitted to the administration by the end of the 1985-86 academic year.

Professional Excellence and Faculty Achievement

South Campus faculty make numerous contributions to the College and to the community which often go unrecognized. This study, the ninth reported in Volume VI, assessed the awareness of South Campus students and the external community regarding such faculty achievements. The study's report was based on data collected from the Opportunities for Individual Achievement general study survey, College personnel records, and interviews with administrators and faculty members. Analysis of data demonstrated that the South Campus faculty are well-prepared in their teaching specialties and enjoy good relationships with their students. Additionally, faculty are making significant contributions to the South Campus service area, over and above their formal instructional roles, which are seldom reflected in official College records and publications. The study concluded that the South Campus should continue to

encourage its faculty to serve the community, and that it should develop a mechanism to both identify and publicize these services.

Professional Excellence and Faculty Achievement Study Recommendations

On the basis of student evaluations and review of faculty academic and professional achievements outside the classroom, the study subcommittee concluded that the South Campus faculty has well earned its reputation for academic and professional excellence. The following recommendations are intended to ensure that information on these achievements is gathered more systematically, kept current, and is better communicated to the College community, its students, and the South Campus service area. A task force should be designated during 1985-86 to implement the recommendations below in that academic year.

Recommendation 1. The Collegewide Skills Inventory should be expanded to include biographical sketches of the faculty and should be updated annually.

Recommendation 2. The South Campus should establish a mechanism to collect and disseminate information regarding activities, honors, and awards of its professional employees.

Recommendation 3. The South Campus Faculty Senate should establish a Standing Committee on Professional Excellence and Faculty Achievement to promote interchange of ideas to improve teaching pedagogies and to identify opportunities for community service.

Recommendation 4. A permanent or regularly recurrent library display

should be developed to publicize the outstanding activities, honors, and awards of South Campus faculty.

Public School On-Campus Programs

The Public School On-Campus Programs Subcommittee studied the operation of the Governor's Summer Program for Gifted and High Achieving Students and the Junior High School Gifted Programs at the Miami-Dade South Campus, evaluated in the tenth and final report in Volume VI. These programs were established in 1980 in response to the College's decision to begin a program called Emphasis on Excellence, designed to provide educational services and experiences to the gifted and talented students of South Florida.

After assembling the historical background of the programs, the subcommittee identified the main issues on which the study was based. These were to determine the worth of the programs, the benefits student were receiving, the quality of the curriculum, the quality of program administration, the process of selecting students for the programs, and the extent to which high school counselors and teachers were aware of the programs.

A survey was formulated and sent to students who had participated in either of the gifted programs. In addition, the subcommittee utilized data received from annual evaluation forms given to students. Personal interviews with faculty and administrators involved in the programs were also conducted.

The major findings of the study were that the South Campus faculty is offering gifted students in the Governor's Gifted Program instruction which is stimulating and allows them to demonstrate and apply their knowledge in a variety of ways. Information concerning the Junior High School Gifted Programs showed, however, that problems with its administration and organization

prevented the South Campus and the Dade County Public Schools from serving those students in ways that made the most effective use of campus resources. The subcommittee recommended changes in the planning and implementation of all programs, as well as improved coordination and monitoring of day-to-day activities.

Major conclusions of the study were that the Dade County Public Schools should be urged to devote more administrative attention to the Junior High Gifted Program, that the planning of curriculum for each program should be improved, that the number of visits by gifted students to the South Campus should be increased, and that more emphasis should be given to recruitment of gifted students into the College Honors Program.

Recommendations of the Public School On-Campus Program Study

While examining research findings and formulating recommendations, the study subcommittee kept in mind the special nature and needs of gifted students and the importance of serving these students at the South Campus. Gifted students demonstrate high intelligence, love of learning, creativity, and persistence. They have unique learning needs and often do best when grouped with students of similar abilities. Instructors of gifted students must prepare special course content designed to teach higher-level thinking skills and allow students to explore material in-depth. The study subcommittee concluded that the South Campus faculty is fortunate to have the opportunity and challenge of teaching these exceptional students.

Recommendation 1. A comprehensive South Campus plan should be developed with the Dade County Public Schools for the education of gifted students. The

plan should be based on principles of gifted education that will guide development and implementation of programs at the South Campus and should take note of needed improvements identified throughout the study report.

The Junior High Gifted Program and the Governor's Gifted Program both respond to the needs of these special students and provide experiences of high quality. To further enhance these programs, a joint task force of appropriate Miami-Dade and Dade County Public Schools personnel should develop a comprehensive gifted education plan, including guidelines for curriculum development, teacher and instructor selection and compensation, facilities management, and program evaluation, with clear delineation of responsibilities and participation by each party. This task force should be appointed and its work completed within the 1985-86 academic year.

Recommendation 2. To offer opportunity for a larger group of students to participate in the gifted programs, a special marketing program should be developed.

As results of the study indicated, there are junior and senior high school teachers and counselors who are not aware of all the facets of the gifted programs. Through a concentrated marketing program, more students and parents will become aware of the programs. Greater numbers of students will thus have opportunity to participate in these highly beneficial programs, to the advantage of the campus, the College, and the community, as well as of the students themselves.

RECOMMENDATIONS OF THE WOLFSON CAMPUS STUDY
OF THE
CENTER FOR BUSINESS AND INDUSTRY

Introduction

The Wolfson Campus Center for Business and Industry (CBI), described and evaluated in detail in Volume VII, began operation in August 1983 to serve the training needs of the local business community. The assessment conducted by the CBI Study Committee sought to answer six major questions pertaining to the development of CBI, the effectiveness of its services, its programmatic strengths and weaknesses, and the impact that the program has had on the campus and on the College. Eight data collection instruments were developed to gather information from target groups affected by the program, including the campus administrators responsible for establishing the program, campus faculty and staff, program participants, and local employers.

The investigation revealed that the program had been initially conceived in response to inputs from area businesses, implying that local educational institutions were not responsive to needs of the business community. In general, all groups surveyed by the study felt that the CBI program was being successfully implemented and was addressing a significant community need. Of 187 respondents, all but one indicated that they would recommend CBI training activities to colleagues, and an overwhelming majority (85%) of the sample of local employers felt that such an educational partnership with the local business community was an appropriate activity for Miami-Dade to pursue.

A total of 1,123 participants were involved in 43 different CBI training activities during the first year of CBI operation, which involved a variety of

delivery methods and content areas. Two business and industry forums held on campus during 1983-84, featuring John Naisbitt, author of Megatrends, and Thomas Peters, author of In Search of Excellence, were judged among the most effective CBI activities. A total of 21 (48%) of CBI training activities held were of a management nature. However, more than half of the activities originally scheduled by the program were cancelled due to insufficient enrollment.

The Wolfson Campus subsidized CBI from its base budget during its first year. The campus administration indicated that a reason for establishing CBI was to enhance the College's image in the business community and contribute to the education of local professionals. Benefits including publicity, marketing, and enhanced relations with local businesses have been afforded the College as a result of the CBI program. While these benefits are difficult to quantify, the program was responsible for a \$34,000 profit when direct first-year program costs (\$51,000) were compared to revenues (\$85,000).

Results from the study's surveys of campus faculty, staff, and administrators indicated that the majority were aware of the program and felt that CBI was a visible division on the campus. Campus personnel also felt that the program was being successfully implemented and had begun to satisfy the needs of the local business community. This group was somewhat less positive, however, with regard to whether the program utilized the skills of campus faculty effectively.

Additional comments from campus respondents indicated that registration fees for CBI activities should be eliminated for College personnel in order to encourage greater participation; that the CBI staff should be increased to provide the volume of services required by the local business community; that

the program should be better publicized on and off campus; and that as many qualified instructors and presenters as possible should be hired from inside the College.

The following 25 recommendations developed by the CBI Study Committee are intended to assist the CBI program in achieving its potentialities. They are presenting under eight headings relating to CBI program goals, organization, operations, services, resources, impact, strengths and weaknesses, and future plans. Implementation has already begun on a number of these recommendations.

Recommendations of the Center for Business and Industry Study

1. Recommendations Concerning CBI Concepts and Goals

Recommendation 1: The CBI program should continue to provide educational services to the local business community and be supported by the College.

Based upon the majority of the study's findings, the CBI program received endorsement from the campus faculty, staff, and administrators, local employers, program participants, co-sponsors and training directors. So long as it provides quality and cost-effective services to the local business community, CBI should be maintained at the Wolfson Campus.

Recommendation 2: The purpose and goals of CBI should be more clearly defined and communicated.

This recommendation is based on responses from campus personnel who indicated that they were either not aware of the program's goals or that the

goals required greater specificity and prioritizing. In October 1985 the CBI program will be two years old. The CBI staff should publish a report at that time to document past and present accomplishments, and to inform campus and College personnel of current and future CBI goals.

2. Recommendation Concerning CBI Structure and Organization

Recommendation 3: The CBI program should explore opportunities to increase the number of its professional and clerical staff.

The need for increased staff to meet the projected volume of training required by local business was suggested by all groups included in the study. The areas requiring the greatest increase in personnel, as identified by CBI staff, were the 16 CBI Institutes, offering services in a wide range of business fields.

To develop the Institutes appropriately, addition of the following personnel is suggested:

1. Secretary for the CBI Institutes. Duties should include all clerical work connected with the three positions outlined below. Such duties would involve dealing with the public, handling business inquiries, screening callers, and receptionist responsibilities.
2. Director of CBI Business Institutes. This staff member should:
 - Develop a working Board of Advisors.
 - Assist in the preparation of programs, seminars, workshops, and conferences.

- Assist in the development of a comprehensive marketing plan.
 - Identify qualified workshop presenters in specialized areas.
 - Coordinate activities with existing CBI staff.
3. Coordinator of CBI Program Development. This staff member should:
- Write curriculum outlines and program proposals for all CBI Institutes.
 - Coordinate all training materials with Institute presenters.
 - Coordinate logistics for all Institute programs.
 - Research reference materials pertinent to business and industry.
 - Develop literature on each Institute for marketing purposes.
4. Coordinator of CBI Business Outreach. This staff member should:
- Implement marketing plans for all CBI Institutes.
 - Develop specific mailing lists for each Institute.
 - Identify written media applicable to specific areas for business and industry.
 - Coordinate CBI brochure production and mailing.
 - Contact specific businesses to discuss possible program offerings.

If fiscally possible, a Director of Business Institutes should be added to the CBI staff by August 1985. Additional positions should be added as funds permit and should be related to the rate of increasing cost-effectiveness of the program.

Recommendation 4: The CBI program should recruit and organize a working ten-member Board of Advisors with rotating one-year memberships.

This recommendation is based on the relatively low response rate to the survey of the CBI Board of Advisors and observations by the CBI staff. The CBI Executive Director should determine which present Board members will continue to actively support the program for 1985-86. This determination should be made prior to August 1985. Recruitment and selection of additional members, with a maximum of ten, should be accomplished prior to September 1985. A formal orientation to the program should be given to all members of the Board on an annual basis. The following should be included in this annual meeting: (1) review of goals and mission; (2) introduction of staff and tour of the Wolfson Campus; (3) program services and accomplishments; (4) future CBI plans; and (5) the specific roles of Board members. Quarterly meetings of the Board should be conducted in addition.

3. Recommendations Concerning CBI Administration and Operations

Recommendation 5: An intensified effort should be made to improve communication between CBI and faculty, staff, and administrators of the Wolfson Campus

This recommendation is based on comments from campus faculty and staff indicating that a direct linkage is needed to provide information to campus personnel regarding CBI program operations, accomplishments, and future plans. The program should utilize campus communication vehicles to inform personnel of program operations, training offerings, accomplishments, and support needed by the program. A collegewide CBI newsletter should be published at least once each term. The Executive Director should also continue to inform the campus Academic Council of program operations and take advantage of other departmental or divisional meetings to inform campus personnel of program operations.

Inputs concerning future plans for the program should be sought from all available sources on the campus.

Recommendation 6: Efforts to extend and improve communication and the working relationships between the program and the institute Coordinators should be encouraged.

Findings from a survey of Institute Coordinators indicated need for direct communication between the CBI staff and the Coordinators. In general, the Coordinators felt under-utilized and desired more input into operation of the program. Meetings should be conducted between program staff and the Institute Coordinators by September 1985. These should be conducted once each term until a Director of Business Institutes is hired, at which time they should be conducted monthly. The purpose of the meetings should be to share information, make referrals, and receive feedback on proposals prepared by the program. In general, the meetings should solicit involvement in the program on the part of Institute Coordinators.

Recommendation 7: The College should continue full reimbursement for Miami-Dade faculty and staff attending CBI training activities.

This recommendation is supported by findings from a survey of campus faculty, staff, and administrators, indicating that fewer than 20% of respondents had attended a CBI training activity, but that more than 50% would attend if registration fees were reimbursed. It seems appropriate that College personnel be afforded the opportunity to attend CBI activities, that have been so well received in the local business community, at reduced or no cost.

However, dedication of funds for this purpose should not be to the detriment of other campus programs or activities. The Campus Dean of Instruction should continue to secure funds from a variety of sources, including Institutional Staff and Program Development, the Miami-Dade Foundation, and external sources such as local businesses.

Recommendation 8: A compensation package should be developed for staff who assist in the planning or development of CBI training activities.

Results from the survey of Institute Coordinators and CBI staff interviews indicated that financial incentives were needed to compensate campus personnel for significant contributions made to CBI programming. Such compensation was also seen as a positive step toward involving more staff in operation of the program. Sources of financial support for curriculum planning and development responsibilities should be pursued by the Campus Vice President and the Dean of Instruction. The program should report progress made in this regard to Institute Coordinators and the Campus Academic Council by September 1985.

4. Recommendations Concerning CBI Services and Output

Recommendation 9: A comprehensive needs assessment of local employers should be conducted by the Wolfson Campus every three years.

This recommendation was initially made at the time of the first assessment of local employers conducted during the spring of 1982. Campus self-study participants, including several of the CBI staff, also felt that replication of the needs assessment was appropriate to provide direction for development of

future training programs. A study similar to the 1982 employers' needs assessment should be conducted by the campus' Program Evaluation and Data Management Department. The first of these efforts should be conducted by January 1986. Input for survey construction should be solicited from all interested parties, including CBI staff, Institute Coordinators, the Campus Academic Council, the Campus Vice President, and the CBI Advisory Board.

Recommendation 10: An intensified effort should be made to market the CBI program to the local business community.

A general finding from the study was that the program should develop a more aggressive marketing plan. The CBI originators (the Campus Vice President and the Dean of Instruction) qualified their suggestions for increased marketing by indicating that such efforts must be realistic and associated with the size and capabilities of the CBI staff. The program should develop a comprehensive marketing plan in cooperation with the campus Directors of Marketing and Public Relations. This plan should emphasize realistic goals, recognizing the capabilities and size of the CBI staff and results from the needs assessment of local employers.

Areas of high technology, including robotics and computer-assisted instruction, design, and manufacturing, should receive particular attention in these marketing studies. Input from all available campus resources should be solicited during the development of the marketing plan. The CBI staff, the Institute Coordinators, the Campus Academic Council, and the CBI Advisory Board should be encouraged to provide input. The plan should be completed no later than May 1986 and updated annually.

Recommendation 11: Efforts to develop comprehensive and target-specific CBI mailing lists should be continued, in view of their importance to a comprehensive marketing and publicity program.

The CBI program should work with the Wolfson Campus Director of Marketing to develop target-specific mailing lists to publicize training activities in the community. A system to update these lists on a regular basis should be developed in cooperation with the campus Program Evaluation and Data Management Department.

Recommendation 12: The CBI program is encouraged to make more effective use of the campus and College faculty in planning, coordinating, and conducting training activities.

A number of campus personnel, including Institute Coordinators, urged that the program should utilize campus talent and expertise more effectively. It was also suggested that CBI should make more use of campus faculty as presenters and rely less on outside professionals for programming support. The program has used College personnel to conduct a number of training activities, however, and goes outside the College only when needed expertise is not available internally.

The Director of Training should distribute a skills, talent, and interest inventory to campus faculty, staff, and administrators. This assessment should be used to identify prospective presenters and trainers. The Director of Training should maintain contact with such interested persons and the inventory should be updated annually.

5. Recommendations Concerning CBI Costs and Resources

Recommendations 13: The CBI program should continue to work toward increased cost-effectiveness in terms of revenues and direct program expenses.

Quarterly financial monitoring should be introduced, with yearly financial reports submitted to the Campus Dean of Instruction. Direct program costs should be examined for each training activity with emphasis on decreasing costs where possible.

Recommendation 14: An intensified effort should be made by the campus to develop, with the College, an accounting system which allows for the accurate monitoring of revenues and expenditures.

As suggested during staff interviews, accurate financial monitoring would allow the program to utilize monetary resources and plan future program events more effectively. A system of this type is being developed by the campus and will be utilized to monitor CBI revenues and expenditures by June 1985.

Recommendation 15: CBI problems in processing and implementing corporate contracts should be resolved.

Several groups involved in the study indicated that they had experienced difficulties with the College's contract procedures. Training directors who had co-sponsored or coordinated training activities with the CBI program indicated that the contract process was cumbersome, involved too much paperwork, and took too much time to complete. Additionally, CBI staff cited

the College's contract procedures as a hindrance to the smooth flow of program operations.

Meetings between the CBI Executive Director, the Campus Dean of Administration, and the College's Vice President for Business Affairs should be conducted. The purposes of these meetings should be: (1) to develop a contract form appropriate for CBI use; (2) to design a feedback system which acknowledges receipt of payment for services rendered; (3) to simplify and reduce paperwork required of external co-sponsors; (4) to expedite invoicing so that companies receive billings immediately after completion of the CBI training activities, enabling them to close their books regarding contracts with the College; and (5) to develop a way to process CBI participants so that their schedules are not voided in the Campus Bursar's Office. Such meetings should begin by September 1985 and result in resolution of the problems noted by March 1986. The CBI Executive Director should provide a report on the progress of the meetings to the Dean of Instruction on a monthly basis.

Recommendation 16: Funding should be increased to cover costs of the CBI's Business and Industry Forum Series.

A funding increase to subsidize CBI forums was mentioned during staff interviews. This recommendation was also supported by comments from campus personnel reflecting desire to continue such activities. Three forums should be conducted by CBI annually. To implement this recommendation with the existing CBI staff, the College should provide all possible support--personnel, funding, facilities, and the like. The program should also explore linkages with private sources which might contribute funds for the forum series.

Recommendation 17: The CBI advertising budget should be increased to intensify CBI publicity, visibility, and marketing efforts.

A number of groups participating in the study indicated that the program needed to increase its marketing and visibility in the local business community. The campus should continue to be responsive to emerging needs within the CBI program. Additional monies should be appropriated to cover costs of radio and television advertisement for major CBI training activities and the development of a program slide presentation for attracting new business clients. A portion of this increased funding should be available to the program by September 1985, with additional dollars forthcoming as the program demonstrates effective usage and results.

6. Recommendations Concerning CBI Program Results, Impact, and Effectiveness

Recommendation 18: All CBI training activities should be evaluated in some manner and feedback provided to training presenters.

This recommendation is based on the finding that less than one-third of participants provided feedback regarding their experiences with CBI. Such feedback is essential for a new and developing program. All training activities should be evaluated, including forums. Forum evaluation should be unobtrusive and should focus on overall impressions and suggestions for future topics or training areas. Evaluation results should also be used in selecting presenters, to ensure quality services. The CBI Executive Director has recognized the importance of evaluating all training activities and is

currently developing appropriate evaluation strategies with the campus Director of Program Evaluation and Data Management.

Recommendation 19: The program should keep a detailed log of contacts with, and referrals by, members of the local business community.

A record of referral contacts was suggested during CBI staff interviews. Such a log should provide documentation concerning the volume of services requested from and provided by the program. It would also assist the program administration in monitoring actions taken on training referrals from various sources. The Executive Director should prepare a monthly summary of contacts and referrals which specifies date, nature of contact, parties involved, actions taken, and the CBI staff person responsible for continued action. This summary should be reviewed by the Campus Vice President, the Dean of Instruction, and the Institute Coordinators. The first of these summaries should be prepared by September 1985.

Recommendation 20: A CBI Annual Report should be prepared by the CBI Executive Director.

A formal document is required to effectively communicate operations of the program to the various participating groups. Such groups should include the campus and College administration, the Institute Coordinators, the Board of Advisors, and Wolfson Campus personnel. The report should specify the volume of services, revenues and expenditures, results of participant evaluations, major accomplishments, and future plans. The first CBI Annual Report should be prepared by August 1985 and distributed to the Board of Advisors, the Campus

Vice President, the Dean of Instruction, the Campus Academic Council, and Institute Coordinators. All subsequent reports should be available by the end of each College fiscal year. The report should include, in addition to the areas mentioned, the progress concerning implementation of all recommendations contained in the 1984 CBI Self-Study Report.

7. Recommendations Concerning Program Strengths and Weaknesses

Recommendation 21: Problems encountered by students registering for CBI training activities should be resolved.

The CBI Director of Training noted several problem areas in the processing of participant registrations. These included: (1) schedules of participants on flat fee contracts were frequently voided; (2) difficulties arose in attempting to register participants for a series of workshops that were conducted for two or more semesters; and (3) all participants registering for any offering, whether a single or multi-session workshop, had to be researched to determine whether they had student numbers before their registration forms could be processed.

To address these issues, meetings should be conducted between the CBI Executive Director, the College Dean of Students, and the College's Director of Admissions and Registration. The purposes of these meetings should be: (1) to explore the possibility of streamlining the registration process for CBI participants; (2) to eliminate the standard College "welcome package" for participants who register for CBI activities; (3) to solve problems resulting from the inability of the current procedure to allow for registration in workshops which span two or more semesters; and (4) to develop expeditious

validation for participants registering for CBI training activities and appropriate notification of those registrants with previous financial or other obligations. Such meetings should begin by January 1986.

Recommendation 22: An on-going effort is required on the part of program personnel to become familiar with how best to monitor administrative and payroll operations.

The CBI Executive Director and the CBI staff have indicated need to better understand the College record system so that the CBI system can be set up in a similar and efficient manner. Workshops should be scheduled by October 1985 between CBI staff and College personnel knowledgeable with regard to student registration fees, including flat fee registration.

8. Recommendations Concerning CBI Future Plans and Implications

Recommendation 23: The CBI program should continue to identify areas of future training.

The need to identify future curriculum areas was mentioned as a program priority by various surveyed groups. Areas requiring further exploration include on-site training in the use of microcomputers and high technology, assessment of personnel and career objectives of managers and supervisors, and consultation services to local businesses requiring technical assistance. The identification of future training areas is considered an on-going program responsibility.

Recommendation 24: The CBI program needs to continue its efforts in establishing a network of qualified trainers and facilitators.

Data from CBI staff interviews indicated need to expand the pool of qualified trainers and presenters. The Director of Training should develop a system to identify and register such persons. This system should be in place by May 1986.

Recommendation 25: As CBI program capabilities expand, international markets should be further explored and training programs offered to businesses located in Central and South America and the Caribbean.

Data from interviews with the CBI staff indicated that international marketing was already receiving attention, but needed further development. The program should develop an international marketing plan, in cooperation with the campus Directors of Marketing and Public Relations. The plan should be completed no later than May 1986 and updated in three-year cycles.

RECOMMENDATIONS AND SUGGESTIONS OF THE
MEDICAL CENTER CAMPUS STUDIES

Introduction

As its participation in the Miami-Dade 1984 Institutional Self-Study, the Medical Center Campus conducted two self-evaluation projects reported in Volume VIII of the self-study's final report series. The major study documented results of the evaluation of campus programs and activities in the framework of a modified approach to the Standards of the SACS College Delegate Assembly. The second study constituted an intensive assessment of the Alliance for Employee Advancement System, a nontraditional delivery system for health care occupations education exemplifying Medical Center Campus educational partnerships with the community.

Medical Center Campus Modified SACS Standards Study

The Medical Center Campus was the only College component to conduct a traditional study in 1984 based on the SACS Standards. This approach was elected to meet two major campus needs. First, since the campus had not been defined as a separate administrative unit at the time of the College's previous accreditation self-study in 1974, it was considered beneficial to undertake a comprehensive review and evaluation of its programs and operations, pertinent to the SACS Standards, as part of the campus' participation in the 1984 self-study process. Second, the preponderance of information developed by the Standards study will also serve the needs of the campus in meeting numerous

other accreditation and compliance requirements which it is routinely obligated to satisfy in connection with its health care occupation programs.

The study's modified approach was primarily one of documenting Medical Center Campus compliance with the SACS Standards. Guidelines for the College's nontraditional study thus were modified to address only those issues relevant to the campus.

The study's final product in Volume VIII is a current status report on the Medical Center Campus, organized in relation to the nine SACS Standards applicable to community colleges. It is accompanied by an extensive annotated list of documents which amplify the narrative and support study conclusions. Copies of these documents, in separate reference files, are available to SACS reviewers and to other readers on request.

The process of gathering and reporting data took place over a two-year period, beginning with publication of an in-house self-study manual in August 1983, and involved virtually all Medical Center Campus personnel, the Council of Campus Managers functioning as the Steering Committee for this process. All campus areas, organizations, and administrative units were represented on the Council.

The Committee to develop the modified Standards study also had representation that included all areas of campus activity. Faculty and staff participated in preparation of material pertinent to the Standard most closely related to their areas of responsibility. Data collection on campus included questionnaire surveys and interviews on relevant topics.

The final product of the study constitutes a report on the status of the College Medical Center Campus as of the beginning of the 1985 Winter Term. The central theme that is evident in the report on each Standard is the commitment

of the campus to the community. The concerns of students, employees, and members of the health care professions figure prominently in planning programming.

As the study's full report in Volume VIII reveals, there are three central factors that dominate planning for the future at the Medical Center Campus. The first of these, which emerged most frequently in gathering data for the study, concerns the need for more space. The addition of classroom and office space, and the expansion of library facilities, are considered priority issues by faculty, administration, and staff. Safer parking space, more convenient to the campus, is a priority for students. Campus personnel have devoted great attention to activities to meet these needs. These include the acquisition of land, development of plans for new facilities and renovation of the current building, and enlisting support for these projects.

The issue of support relates to a second factor influencing planning and projection. As a state-supported institution, Miami-Dade depends upon the State Legislature and governance structure to provide funding. Governmental influence is therefore a highly significant factor. This influence extends beyond fiscal issues and plays a key role in other aspects of academic planning. The state-mandated examinations for entering and graduating students, and the writing requirement in the core curriculum, are recent examples of impact on academic planning. As such issues often develop rapidly and unexpectedly, long-range planning is difficult. State-mandated cost containment measures and changes in Medicare reimbursement policies are also prominent among these factors.

The third major influence on planning is the health care industry. Major changes in health care delivery systems have the potential to create changes in

programming at Medical Center Campus. It is still too early to assess the total impact of recent changes on the industry, or on the campus, but members of the administration and faculty are using their state and national contacts to keep informed. Program advisory committees and the Campus Advisory panel will participate in this information network. The Medical Center Campus does not plan major changes in its programs or services, but will continue to meet changing directions and expanding needs of the community as it has since its inception, offering programs and delivery systems which have kept pace with or anticipated national trends.

Because the study's principal thrust was descriptive and documentary, rather than analytical and evaluative, the development of recommendations was not its chief objective. However, nine formal suggestions and 14 recommendations were developed and are presented below under the specific SACS Standards to which they relate. Standards not included were not the subjects of study suggestions or recommendations. The distinction made between suggestions and recommendations generally follows that employed by SACS: the former are highly desirable, the latter are considered requirements.

Suggestions and Recommendations of the Medical Center Campus Modified SACS Standards Study

Standard Two: Organization and Administration

Suggestion 1. A more formal structure should be developed to provide backup for support personnel.

Standard Three: Educational Program

Suggestion 1. More institutional and campus support should be obtained to provide effective and secure testing conditions in the Learning Media Center.

Suggestion 2. Additional microcomputers should be provided to permit a higher percentage of students to complete independent instructional activities.

Suggestion 3. Additional professional staffing should be provided for faculty/student support in the collegewide effort to improve reading and writing across the curriculum.

Recommendation 1. Larger and more secure office space should be obtained for all faculty.

Recommendation 2. Additional classrooms, laboratories, and office space should be obtained for the Department of Arts and Science.

Recommendation 3. There should be more support for security in the Learning Media Center.

Recommendation 4. The Department of Arts and Sciences should review the process for requesting the purchase of new books and periodicals with the Library staff.

Standard Five: Faculty

Recommendation 1. As the Faculty Handbook is an important resource document for faculty, it should be updated.

Recommendation 2. The procedure used for evaluation of part-time faculty members should be standardized.

Standard Six: Library

Suggestion 1. Funds should be provided for the campus audio-visual equipment replacement plan.

Suggestion 2. Funds should be provided to upgrade campus television studio equipment for videotape recording and editing.

Suggestion 3. The campus library should receive funding to replace the old security system.

Suggestion 4. The campus library should be supported in its efforts to add access to on-line data bases as one of its services.

Suggestion 5.

The campus library should have an additional librarian.

Recommendation 1. The campus library should be significantly expanded in both shelving and seating capacity.

Recommendation 2. The process by which the Council of Campus Managers serves as the campus library advisory committee should be formalized.

Standard Seven: Student Development

Recommendation 1. Construction of an auditorium with a seating capacity of at least 600 and facilities for stage seating and at least minimal production should be considered in plans for additional campus facilities.

Recommendation 2. The Medical Center Campus should review its counseling services on the basis of need, referral process and level of support.

Standard Eight: Physical Resources

Recommendation 1. More suitable student parking should be provided within safe walking distance of the campus.

Recommendation 2. Additional permanent classrooms should be added to the campus.

Recommendation 3. Additional and larger faculty and administrative offices and storage space should be obtained.

Recommendation 4. The existing air handling system should be replace or suitably modified.

Alliance for Employee Advancement System Study

The second of the two Medical Center Campus studies reported in Volume VIII provided opportunity to evaluate a representative example of campus responses to community needs. The Alliance for Employee Advancement System is a cooperative effort between the Medical Center Campus and health care agencies in Dade County to provide on-site educational opportunities for health care employees. The system was initiated as a result of 1974 self-study commitments to improve the delivery of educational services to the community and of a 1981 meeting with hospital administrators in which plans for the system were

formulated. The first Alliance courses were offered at the hospitals in the fall of 1981.

The Alliance System currently provides services to approximately 250 students each term, at eight to ten local hospitals. Each hospital serves as an educational site for employees from several nearby hospitals. On-site services include advisement, testing, admission, and registration. The courses offered at the hospitals are the same as those scheduled on campus.

The two major evaluation objectives of the study were to examine the value of the Alliance Systems to the health care community and the quality of its delivery system. The results of this evaluation indicated that the Alliance is of value to the health care community and that respondents wish the system continued. All of the health care agency executive directors indicated that the benefits of the system justify the resources contributed by their facilities. These resources include tuition reimbursement, space, audio-visual support, and staff time.

The quality of the Alliance System was also highly rated by all respondents. However, there is a need to continue to improve the delivery system in dissemination of information on College academic expectations, and in intake services such as testing, admissions, registration, financial aid, and advisement.

Recommendations of the Alliance for Employee Advancement System Study

Recommendations 1. The Medical Center Campus Alliance for Employee Advancement System should be continued.

The results of surveys of the five subgroups involved in the program indicated overwhelmingly that members of the health care community value the

Alliance System and wish to have it continue. Significant numbers of all subgroups felt that the benefits of the system justify the resources required for its operation.

Recommendation 2. Greater efforts need to be made to provide consistent and accurate information about the Alliance System, on a term-by-term basis, to each group involved in the Alliance System: faculty, students, hospital education directors, and intake service personnel.

Based on comments from students, faculty, staff, and the education directors, the current level of communication is acceptable. However, this is an area too important to be overlooked or allowed to decline if success of the Alliance System is to continue. Current and potential students need descriptions of College and program academic expectations, admissions requirements, registration procedures, and courses offered at other agencies.

Recommendation 3. An educational needs assessment should be conducted in the health care agencies to identify the educational needs of the agencies and their personnel.

A large majority of the executive directors (88.9%) indicated that their health care agencies would require more assistance from the College over the next five years. Results of a needs assessment would set the pattern for services required by agency management and employees, and would allow the College time to plan such services.

Projections and Plans for Implementation of Alliance System Recommendations

The Medical Center Campus projects the following measures for implementation of the foregoing recommendations:

1. A complete review of all aspects of the Alliance System will be conducted by a committee comprised of education directors, current students, staff, and faculty, for the purpose of developing further recommendations for improvement of the system. This review will be completed by December 1986.
2. An educational needs assessment will be conducted at the health care agencies participating in the Alliance System, to project educational services to be provided by the College. This assessment will be completed and a design for projected services prepared by December 1986.
3. Continued efforts will be made to inform all health care agencies in Dade County about the educational services available through the Alliance. Formal presentations to the health care administrators and education directors will be made by February of 1987. The presentation will include a review of Alliance System activities since 1981, results of the needs assessment, and review of the recommendations for improving the system. An educational plan for the next five years, utilizing input from the participants, will be completed by the Spring of 1987.

IV. SUMMARY

The 212 detailed recommendations and the many constructive suggestions and observations summarized in the foregoing section and amplified in the remaining seven volumes of this report represent the culmination of two years of comprehensive evaluative research conducted by the Miami-Dade 1984 Institutional Self-Study. The collective findings of this effort bear in two directions. First, the prevailing conclusions of all of the 26 studies--in particular those which assessed the College's reforms and innovations in its General Education Program, educational prescriptions, and student support systems-- affirm the broad acceptance and effectiveness of these reforms. Overall, these programs and activities were found to be meeting the objectives for which they were designed, confirming the principal assumptions of the reforms that increased direction, control, and support of student performance comprise effective strategies for addressing the open access/academic quality challenge faced by Miami-Dade.

On the other hand, the findings of practically all of the studies also revealed pronounced need for broader and more effective communication regarding the purposes, requirements, procedures, activities, benefits, and other characteristics and elements of these programs. The fundamental aspects of many of the programs were found to be virtually unknown to large proportions of the very groups which they were conceived to serve. Faculty were unfamiliar in many instances with details of programs and procedures considered essential for effective advisement and counseling. Large numbers of students were unaware of the existence of some programs offering excellent educational opportunities as

well as valuable extracurricular benefits. Members of the community were often unacquainted with the wide range of educational and avocational activities in which they are encouraged to participate. Local businesses and employers displayed limited knowledge of some College programs and services specifically intended to benefit their personnel. Misconceptions and uncertainties concerning program objectives, participation requirements, enrollment procedures, and general operations were pervasive among all target groups, in and outside the College.

The implications of these findings are that many College and community groups--representing potential students for many programs, potential audiences for many special events, and potential users and purchasers of College services--have not been adequately reached by publicity or information disseminated by these programs or by the College in seeking to promote their participation, involvement, or enrollment. After being acquainted with the nature and objectives of many of these programs, however, many members of these groups felt strongly that the educational opportunities and growth experiences which they offered were highly desirable ones of which they intended to subsequently take advantage.

A very large portion of the self-study's recommendations thus propose specific remedies for overcoming this pervasive lack of awareness. In addition to more effective uses of internal and external media, these recommendations emphasize improved orientation on these programs for both new and established faculty and students, through such means as training programs, forums, workshops, and symposia. To further promote effective communication at all levels of the College, needs were also identified and recommendations proposed for broader training, improved interpersonal skills, and increased awareness of

relevant facts, figures, and policies on the part of some program spokespersons.

In connection with the needs for more effective information dissemination identified by the 1984 self-study, an opening statement in the Summary of the College's 1974 self-study is noteworthy. "Outstanding as a concern found among the recommendations for almost every area," the study reported, "is the need for improved communication within the College, at all levels, and with the community." The report went on to identify these deficiencies as including communication between students and faculty, between faculty and administrators, among departments, with graduates, with community agencies and the Dade County Public Schools, with business and industry, and with minorities unfamiliar with College offerings, services, and how to obtain them. Areas in which inadequate communication was noted included orientation of new faculty, the rationale for general education courses, the open door policy, counseling and advisement services, and articulation with high schools.

That the major recommendations of the 1974 study so closely parallel those of the 1984 self-study is not to suggest that the 1974 recommendations were not followed up effectively. Many of the corrective measures recommended by the 1974 study paralleled those of the present study, and were implemented promptly, systematically, and successfully. Rather, these parallels are significant in two other important respects, relating to the challenges of communication and information flow which will continue to face Miami-Dade.

First, these results tend to confirm the validity of 1984 findings relating to the causes and implications of inadequate communication. In particular, they reflect problems typical of dynamic, innovative, forefront institutions such as Miami-Dade, which continually seeks to anticipate and

adjust to rapidly changing social, technological, and economic conditions, and to associated student and community demands. From the inception of Miami-Dade, the institution and its operating environment have never been static, and wide dissemination of information regarding its broad range of programmatic responses to changing needs has often lagged behind implementation of the changes themselves. This was clearly the case in 1974, and is again in 1984, though in relation to other responses, to other changes.

This challenge will certainly continue into the future as Miami-Dade, as an innovative leader in community college education, continues to modify, develop, and improve its programs and approaches, to more effectively fulfill its mission and better serve increasing numbers of students of diverse backgrounds, interests, and skill levels, as well as other segments of the community. Thus the second value of these findings is that they underscore the fact that effective communication to all constituencies is likely to continue to be a significant problem which the College must address. As Miami-Dade continues to meet the challenges of change, the implication of these study results is that, in all new program areas, plans for effective communication, information dissemination, and publicity must be accorded far more attention, and should be built into the initial conceptualization and implementation of these new programs and activities. Promoting, clarifying, and marketing such programs more broadly and effectively from the outset is called for, with particular emphasis on reaching, involving, and recruiting the target groups intended as their main participants, as well as those whose knowledgeable involvement is required for their successful operation.

In addition to these main thrusts of the self-study's findings, a number of other themes were recurrent. Significantly, there were no recommendations

for elimination, curtailment, or radical revision of major aspects of any of the evaluated programs or activities. Rather, collective findings indicated that the vast majority of the study's many hundreds of respondents, in and outside of the College, considered these programs soundly conceived, appropriately targeted, well-operated, suitable for a community college to conduct, and productive of highly positive and worthwhile results. At the same time, many recommendations for specific improvements were identified, to further enhance the quality, utility, and benefits of these programs.

In a number of instances, program expansion was recommended--with the understanding that the programs involved would also ensure implementation of their own recommendations for improved communication, in order to attract increased students, participants, or clientele sufficient to justify, or in some cases support, such expansion. Many programs also found need for increased administration support to sustain quality growth or to inaugurate new activities in collateral areas intended to increase the range of their offerings or the value of their services in response to identified needs or demands. These recommendations typically related to increased funding, staffing, improved or expanded facilities, additional or state-of-the-art equipment, or to supplementary compensation or support for faculty and staff in instances where their contributions to program development and growth exceeded their normal responsibilities.

Related aspects of these needs indicated the desirability of adjustments in the content of some programs, or in the types or ranges of course offerings. Many needs were seen for altered timing, sequence, or frequency of various program elements. Needs were also found in some instances for altered or improved roles for program managers, advisors, counselors, and other personnel,

and for shifts in program organization, position, or supervision. Projections for implementation of many of these recommendations called for conducting additional investigations, with specific charges, projected outcomes, and timetables, or for creation of ad hoc committees or task forces, with specified composition, to develop practical plans for solution of identified problems, for submission to relevant administrators for action by specific dates.

Details of these and the study's numerous other conclusions are amplified in earlier sections of this volume; in the abstracts, reports, and summaries of the individual studies; and in the supporting resource files augmenting each study report. Miami-Dade believes that, collectively, these results have special significance in three areas. First, they broadly affirm the validity and effectiveness of the directive and supportive measures inaugurated by the College in the educational reforms that it has instituted in response to the challenge of preserving open access while improving academic quality, despite radically changing local conditions and student characteristics. Second, these findings also abundantly confirm the appropriateness and positive impact of the College's reorientation of its programs, systems, and resources in promoting the acquisition by its students of the broad knowledge, basic skills, and personal values required for realization of their educational, occupational, and personal goals. Finally, Miami-Dade believes that the systematic, analytical, in-depth evaluations which the 1984 self-study has entailed, and the identification of needed improvements and projections for their attainment which it has developed, now provide the basis for practical and creative planning for the College's future growth and advancement.

In conducting a study with these outcomes, the College believes that it has responded productively to the primary purposes of the SACS Self-Study

Program, as well as advancing its own commitment, as a forefront institution among American community colleges, to continually seek better ways to meet the changing needs of its students and community through quality educational opportunities for all. In this year of its silver anniversary, in which the College anticipates enrollment of its 500,000th student and the awarding of its 100,000th degree, Miami-Dade feels privileged to have participated in the self-study process, whose results provide directions for beginning its second quarter-century of progress, community service, and open access to quality education for the greatest number.

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The following persons were the principal participants in, and contributors to, the Miami-Dade 1984 Institutional Self-Study. Many performed multiple functions and are included in several lists. Fuller information on these functions is contained in the individual reports in the self-study's final report series. In addition to the persons listed, the College and the Self-Study Coordination Committee are grateful for the extensive contributions of many hundreds of other members of the Miami-Dade administration, faculty, staff, and student body, and of representatives of numerous state and local organizations, institutions, and the general public. Without the participation of all of these persons the Miami-Dade 1984 Self-Study would not have been accomplished.

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1984 SELF-STUDY

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